DEUTSCH

Middlebury College

Summer 1992 • Academic Year Abroad 1992-93

The German School

Middlebury College
Middlebury, Vermont 05753-6131
(802) 388-3711, Ext. 5528

Summer 1992
Seven-Week Program
June 26- August 14
Total Fees : $3,720
(Tuition $2,425; Board $920; Room $375)

Six-Week Graduate Session
June 29-August 14
Total Fees : $3,625
(Tuition $2,425; Board $855; Room $345)

Academic Year 1992-93
School in Germany
Junior and Graduate Programs
Tuition: Full year-$8,600; Semester-$4,400

Contents

Letter From the Director 1
Languages at Middlebury 3
Summer in Vermont 5
German at Middlebury 6
Academic Policies 8
Financial Aid 9
Fees 10
Application and Admission 10
Administration, Faculty and Staff 11
Course Offerings 13
- *Intensive Language Courses 13*
- *Graduate Program of Studies 15*

The School in Germany 18
- *Junior Year Program 19*
- *Graduate Program 19*

Vorwort

Liebe Freunde der Deutschen Schule!

Es ist mir eine Freude, nach einjähriger Abwesenheit wieder auf das Middlebury Campus zurückzukehren. Und ich kann nur hoffen, daß sich der große Erfolg des letzten Sommer programms, das unter der umsichtigen Leitung von Jochen Richter stand, wiederholen läßt. Das diesjährige Programm rechtfertigt, wie ich meine, durchaus diese Hoffnung. Ausge wogenheit im Kursangebot und Aktualität in der Thematik waren die Hauptkriterien bei der Gestaltung des Programms.

Auch für Sie ist es nicht zu früh, über die Gestaltung Ihres Sommers nachzudenken. So verlockend exotische Urlaubs angebote auch sein mögen, viele von Ihnen, die diesen Katalog in Händen halten, werden wahrscheinlich eine berufliche Fortbildung oder ein Zusatzstudium eher in Erwägung ziehen. In dem Fall lohnt es sich durchaus weiterzulesen. Ich bin überzeugt, daß Ihnen bei dem vielfältigen Lehrangebot einige Kurse oder Seminare zusagen werden. Um Ihnen die Ent scheidung etwas zu erleichtern, den Sommer bei uns in Middlebury zu verbringen, stehen auch in diesem Jahr wieder eine Reihe von Teil- und Vollstipendien zur Verfügung.

Die innen- und außenpolitischen Folgen der Wiedervereini gung zeichnen sich im Rahmen der sich anbahnenden gesamteuropäischen Neugestaltung immer deutlicher ab. Kein Wunder, daß im Ausland das Interesse an der politischen, wirtschaftlichen und kulturellen Entwicklung dieses vereinten Deutschlands ständig steigt. Im Zuge der seit zwei Jahren laufenden langfristigen Umstrukturierung und inhaltlichen Neuorientierung unseres Programms soll auch weiterhin dieser Tatsache Rechnung getragen werden. Im Sieben-Wochen-Programm wird die landeskundliche Thematik in den einzelnen Kursen intensiviert und erweitert werden. Im Sechs-Wochen-Programm kommen wir unserem Ziel, neben dem Magister in Literatur nun auch einen Magister in German Studies (mit landeskundlichem Schwerpunkt) anzubieten, durch ein erweitertes Kursangebot einen Schritt näher. Wir hoffen, daß die unter dem Oberbegriff German Studies angebotenen Kurse über die Wiedervereinigungskonzepte der deutschen Innen- und Außenpolitik seit 1949 sowie über das Verhältnis von Stadt und Land im 20. Jahrhundert auf Ihr Interesse stoßen.

Das Sieben-Wochen-Programm wird in diesem Sommer wieder unter der bewährten Koordination von Jochen Richter stehen. Die erfolgreiche Struktur des Vorjahres wird beibehalten, wobei ich allerdings darauf hinweisen möchte, daß das vierte Jahr mit je einem Sprach-, Literatur- und Landeskundekurs zum erstenmal ein eigenes, vollständiges Kursangebot besitzt. Sowohl im dritten als auch im vierten Jahr wird der Versuch unternommen, die lan-

deskundlichen Kursinhalte der neuesten Entwicklung in Deutschland anzupassen.

Im Sechs-Wochen-Programm haben wir wieder in der Themengestaltung des Lehrangebots Schwerpunkte gesetzt, die sowohl eine größere Ausgewogenheit und Aktualität anstreben als auch die Interessen der Studenten reflektieren. Während die beiden Lehrveranstaltungen über die Aufklärung und die deutsche Novelle Epochenkurse sind, und das Seminar über die verführte Unschuld in der deutschen Literatur als Übersichtskurs dient, fungieren das Fontane- und das Christa Wolf-Seminar als Autorenkurse. Der Methodikkurs über Prüfungs-, Literatur- und Mediendidaktik rundet das Programm ab.

Die musikalische Programmgestaltung liegt wieder in den Händen von Brenda Smith, die neben der alljährlichen Leitung des Chores eine Musiktheater-Werkstatt durchführen wird, an deren Ende eine Aufführung stehen wird. Interessierte Studenten aus dem Sieben- und Sechs-Wochen-Programm werden ausdrücklich ermutigt, an der Werkstatt teilzunehmen.

Die Durchführung der einzelnen Programmteile, die ich beschrieben habe, wäre nicht denkbar ohne den engagierten und ideenreichen Einsatz der gesamten Fakultät. Den Kolleginnen und Kollegen, die schon zum wiederholten Male ihre Arbeitskraft und ihren Sommer unserem Programm zur Verfügung stellen, gilt an dieser Stelle mein ganz besonderer Dank. Darüber hinaus dürfen wir in diesem Jahr erstmals Therese und Frank Hörnigk, Dieter Mahncke und Gottfried Willems auf dem Campus begrüßen, die aus Berlin, Bonn bzw. Mainz zu uns kommen. Von dieser Seite des Ozeans sind zum erstenmal Uta Gugg, Judith und Reinhard Maiworm, die alle vom Goethe-Institut kommen, sowie Peter Kastner-Wells aus Colorado mit von der Partie. Ihnen allen gilt ein herzliches Willkommen! Dieter Mahncke, Gérard Schneilin und Gottfried Willems werden in diesem Jahr unsere drei Kade-Professuren besetzen.

Wir hoffen, daß Ihnen unser akademisches Programm Anreiz genug bietet, den kommenden Sommer in Middlebury zu verbringen. Für den nötigen Ausgleich ist gesorgt: Sportanlagen, musikalische Veranstaltungen mit hervorragenden Solisten, mehrere Filmserien in verschiedenen Sprachen und viel Gelegenheit zum persönlichen Gespräch stehen Ihnen zur Verfügung.

Zum Schluß möchte ich ganz herzlich Karl Obrath danken, der sich freundlicherweise bereit erklärt hat, im Sommer 1992 als Dekan der Deutschen Schule zu fungieren.

Middlebury, im Dezember 1991

Konrad Kenkel

Languages at Middlebury

Each summer since the founding of the German School in 1915, Middlebury College has devoted its Vermont campus to the intensive study of languages from beginning to graduate levels. The French and Spanish Schools opened in 1916 and 1917, the Italian School in 1932, Russian in 1945, Chinese in 1966, Japanese in 1970, and the School of Arabic in 1982. In 1949, Middlebury initiated its schools in Europe with the first session of the Middlebury College School in France in cooperation with the University of Paris. In 1951 a similar program in Madrid opened, after which Middlebury established schools in Mainz (1959), Florence (1960), and Moscow (1977). Each of the schools abroad offers both junior year and graduate programs. Juniors from colleges and universities throughout the country join Middlebury College undergraduates for the junior year abroad, and transfer the credits they earn to their home institutions. Graduate students may complete an M.A. by studying abroad for one year in addition to one or two summers in Vermont.

The Language Schools are dedicated to the premise that without real competence in the language there can be no true cultural understanding, and that to be effective, lan-

guage teaching must provide meaningful insight into the foreign culture. All instruction is intensive and all courses are taught in the foreign language. A "total immersion" experience in dormitories, at meals, and through extra-curricular activities enhances student proficiency. At advanced levels, courses in art, culture, history, language, pedagogy, linguistics, literature, music, and theater are an integral part of the program.

The Language Schools offer programs to answer the needs of various audiences:

- *Those who wish to earn an advanced degree in a foreign language or in a combination of a foreign language and English;*
- *Undergraduate and graduate students who wish to enrich their program of studies at Middlebury or abroad and transfer the credits to their home institutions;*
- *Students, teachers and other professionals who wish to improve or refresh their foreign language skills or acquire proficiency in a new language necessary for their careers;*
- *Teachers who wish to apply new technologies and methodologies in their foreign language classes.*

The Language Schools are at the forefront of innovation in language teaching. Our language laboratory and computer center represent state-of-the-art technology. Our Master of Modern Languages degree prepares teachers to teach two foreign languages or a foreign language and English. In addition to our regular programs we hold workshops and institutes on topics such as teaching for proficiency and the new technologies.

During the academic year, Middlebury College offers a baccalaureate curriculum which is unusually rich in opportunities for language study. These opportunities include intense and varied programs in Chinese, French, German, Classical Greek, Italian, Latin, Japanese, Russian and Spanish. Enrollments in language courses are particularly high. Middlebury also has a high percentage of language-proficient juniors studying abroad. Many double and joint majors involve advanced language study. The international major enables students in fields other than languages and literature to demonstrate functional foreign language competence by taking advanced courses in their disciplines at a Middlebury school abroad.

Middlebury College thus in fact is an international university with a student body of international orientation. Faculty and program directors represent prestigious universities here and abroad. Rather than a narrowly defined "language school" we see ourselves as a school *for* language. We believe that successful study of a language in its cultural context belongs in the mainstream of any curriculum as one of the most enlightening and humanizing activities in which one can engage.

Middlebury Language Pledge: Language Schools students make a formal commitment to use the foreign language as the only means of communication during the entire session. The pledge, strictly enforced, plays a major role in the success of the program, as both a symbol of one's commitment and an essential part of the language learning process itself.

Summer in Vermont

Middlebury College sits on a hill overlooking a small Vermont town to the east, and the rolling countryside of the Champlain Valley to the west. The campus, self-contained yet only a short walk from town, is especially suited to the Language Schools and their unified approach to learning. Students and faculty live in dormitories assigned to their schools and take meals in dining halls where only the language of study is spoken. The summer climate is usually delightful, with warm days and cool nights. Classes meet in the morning and early afternoon. The schools reserve late afternoons, evenings, and weekends for social and cultural events including plays, films, lectures, concerts, amateur nights, and other enriching diversions from the academically rigorous program. Such activities center on the use of the foreign language and often involve active student participation in planning and performance.

Campus facilities include Starr Library, which houses extensive foreign language collections, and the Music Library with over 10,000 recordings. The Freeman Language Laboratory has individual and group facilities and a large selection of audio and video materials to assist students in the development of their skills. The Ballenger Computer Center offers computer facilities for word processing in a variety of languages. Students can become involved in foreign language programming at the College's radio station, and make use of a wide range of audio-visual equipment, including a video studio, for class projects.

Middlebury College's athletic facilities include an 18-hole golf course, a field house, an indoor pool, eighteen outdoor and eleven indoor tennis courts, racquetball and squash courts, and a fully equipped fitness center. There are jogging, running, and bicycling trails around the campus and in the surrounding countryside.

German at Middlebury

In German, graduate and undergraduate courses are offered during the summer on the Vermont campus, and during the academic year, graduate and junior year study is offered at the Middlebury School in Mainz. All programs of study emphasize both the development of language skills and the understanding of German culture. Classes from beginning courses through the doctoral level are taught in German, and all summer programs are *intensive*. Students may enroll in courses in one language school only and normally enroll in courses at one level only. We determine placement by language proficiency rather than by length of previous exposure to the language.

A summer at the Language Schools is an intensive one by design. Students can expect to spend approximately four to six hours per day in class, drill, and laboratory, in addition to other homework. Because English is not allowed, it can also be strenuous and even stressful, particularly for students attending for the first time. All students should come rested and in good physical and mental shape.

Intensive language programs in Arabic, Chinese, French, Italian, Japanese, Russian and Spanish, and graduate programs and opportunities for study abroad in French, Italian, Russian and Spanish are described in the bulletins of the respective schools.

Graduate Degrees

Master of Arts: Candidates for the degree of Master of Arts must hold a baccalaureate degree or equivalent from an accredited institution of higher education.

Students must successfully complete a preliminary summer in Vermont before being officially accepted to degree candidacy. A highly qualified undergraduate student may accumulate a maximum of six graduate units toward a Middlebury M.A. degree before receipt of the B.A. degree or equivalent, but these units may not count toward both degrees.

The M.A. degree in German requires twelve courses to be taken over a series of summers on the Vermont campus or in a combination of a summer in Vermont and an academic year in Mainz. It is designed as a broadly-based program of study in itself, rather than as the first stage of a doctoral program.

Degree Requirements: Students who wish to complete the M.A. degree over a series of summers on the Middlebury campus must take the following seven courses: GN 601, GN 610, two linguistics courses, one course in German Studies — *Landeskunde*, one course in methodology and one proseminar in literature.

The remaining five courses may be concentrated in one or two areas: literature, linguistics, or civilization; one of these must be a seminar which may be taken as soon as the second summer, and should be taken no later than the third. *Introduction to Literary Scholarship* is a prerequisite for admission to a seminar. Students normally take a proseminar and a seminar in that sequence.

The director or dean may waive *Advanced Language Practice* on the basis of demonstrated proficiency to allow a student to take another course.

Students planning to complete the M.A. through the program in Mainz must take *Introduction to Literary Scholarship*, a proseminar or seminar, and a third course during the required preliminary summer in Vermont. It is strongly recommended that the third course be a survey course in literature, history, or philosophy.

Master of Modern Languages: The M.M.L. degree certifies a high degree of proficiency and skill in two foreign languages (French, German, Italian, Russian, Spanish), or in a combination of one of these languages and English (at Middlebury's Bread Loaf School of English). It requires an additional twelve courses beyond the M.A. degree, and comprehensive written and oral examinations. The Director of the Language Schools administers and supervises the M.M.L. in close consultation with the directors of the individual schools involved in a student's program. Address inquiries to the Director of the Language Schools at Sunderland Language Center, Middlebury College, Middlebury, VT 05753-6131.

Doctor of Modern Languages: The D.M.L. degree differs from the traditional Ph.D. in its emphasis on a combination of scholarly and practical training. A masters degree in German is a prerequisite for entrance to the D.M.L. program with German as the first language. Degree requirements include: a qualifying paper; eight upper-level graduate courses in German; two graduate courses in a second language (French, Italian, Russian or Spanish); comprehensive examinations in both languages; one year's residency in Germany; proof of successful teaching experience; a dissertation and its oral defense.

All new students must complete a summer of application on the Vermont campus. During this summer they enroll for credit in two advanced graduate courses in German and audit a third course which provides the context for the qualifying paper. The instructor of the audited third course serves as the director of this paper, which must be completed within the six weeks of the graduate session. Inquiries about the D.M.L. program should be addressed to the Director of the Language Schools at Sunderland Language Center, Middlebury College, Middlebury, VT 05753-6131.

Academic Policies

Credits

Credit is defined in terms of *units*. A unit is equivalent to three semester hours. Levels l00 through 400 normally yield a total of three units (nine semester hours) of credit. A full six-week graduate program consists of three graduate courses for a total of three units (nine semester hours) of credit.

Middlebury College considers a semester or academic year abroad equivalent to a semester or academic year in the U.S., but a student's home institution determines the number of credits ultimately awarded for work abroad. Undergraduates are therefore urged to discuss the question of transfer credits with their advisors before leaving.

For transfer purposes, the student's home institution determines how many graduate or undergraduate credits will be granted for a summer's work at Middlebury. *The Middlebury College Language Schools do not calculate grade point average or class rank; all credits expire after ten years*

Transfer Credits

After formal admission to a graduate degree program, candidates for the M.A., M.M.L., and D.M.L. degrees may request permission from the dean to transfer from another institution a maximum of the equivalent of one full-time summer of study at Middlebury. Only courses taken **after** successful completion of the initial summer and formal admission to degree candidacy may be transferred, i.e., courses taken at other institutions before the first summer of study may not be transferred toward a Middlebury graduate degree.

Two-week graduate seminars may be offered during some summer sessions. Please note that only a total of two of these seminar units may be applied toward the M.A. degree, and the combined total of Middlebury seminar and transfer credits from other institutions may not exceed three units. These units may not be applied toward the M.M.L. or the D.M.L. degrees.

All transfer credits must have been obtained at the graduate level at an accredited college or university offering graduate credit towards an advanced degree, and prior apporval of the director or dean is required. The courses must have been taught in the foreign language in the areas of language analysis and linguistics, culture and civilization, literature, or professional preparation, and must not duplicate courses already taken for degree credit.

All units counted toward a degree must have been taken on a graded, not a pass/fail basis. Only grades of B- and above may be applied toward a Middlebury M.A. degree. Only grades of B+ and above may be applied toward a Middlebury M.M.L. or D.M.L. degree.

All transfer credit courses must be completed by May 31 of the year of graduation for August degree candidates and by January 10 for March degree candidates. All credits and units expire after ten years, whether earned at Middlebury College or transferred from another institution.

Auditing

Those who are not full-time students may occasionally be permitted to audit upper-level courses with the permission of the director of the school. Auditing is not permitted in levels 100-300, nor are students in those courses permitted to audit courses in other schools. Total auditing costs per week are $815 (tuition $465; room and board $350).

Financial Aid

Middlebury College offers financial assistance to a substantial percentage of students attending the summer sessions and the graduate academic year programs abroad. Aid for the summer is in the form of grant and/or work. Loans may also be available to students enrolled in a Middlebury College degree program. Aid for the academic year abroad is in the form of grant and loan. (Please note:Financial aid for study abroad is not avaliable to undergraduates from other institutions. Consult the financial aid office at your home institution.)

Financial aid is offered on the basis of financial need as determined by the Office of Financial Aid. The Language Schools Financial Aid Application and current federal tax returns are the primary documents used in determining eligibility, although additional information may also be requested. If you are not a U.S. citizens, a permanent resident alien, or a Canadian citizen, you should also complete the Foreign Student Financial Aid Form, which is available from the Office of Financial Aid.

Our financial aid budget is limited and does run out, so you should send a COMPLETE application to the office of Financial Aid as soon as possible after January 1, 1992 to insure the best possible chance of receiving aid. A complete application includes all relevant documents as listed on the checklist on the first page of the Language Schools Financial Aid application. We will begin reviewing your application for completeness upon receipt of the first document you send. Aid decisions for students going abroad are made at the same time as those for students in the summer session;

we will make aid decisions on a rolling basis for those students whose applications are complete AND who have been accepted for admission.

The only cost for the academic year which is payable to Middlebury College is tuition. However, due to federal regulations which require enrollment verification prior to disbursement of federal funds, in cases where financial aid exceeds tuition NO financial aid will be refunded until you are already abroad. Therefore, you must plan ahead to have money to cover travel, books, and the first month of living expenses abroad. Those students receiving financial aid to go abroad will have a chance during the summer to make individual appointments in the Office of Financial Aid to discuss the logistics of the academic year aid package in detail.

Address inquiries about financial aid to the Office of Financial Aid, The Emma Willard House, Middlebury College, Middlebury, VT 05753-6003, or call (802) 388-3711, ext. 5158. To obtain a language school application, call the language school to which you are applying.

Scholarships

A scholarship fund has been established in memory of Werner Neuse, former director of the German School.

The Lois Behrman Watson '51 Scholarship fund was established in 1987 to provide financial aid to teachers who are attending the Masters or Doctoral program of any of the Language Schools on the Middlebury campus or at the schools abroad.

Candidates for financial aid need not apply for a specific scholarship. All applicants will automatically be considered for an award from the appropriate scholarship listed above or from the general grant fund.

Fees

A non-refundable fee of $40 must accompany each new student's application. Upon acceptance, all students are required to pay a $180 enrollment deposit to be applied to the tuition charges. This deposit guarantees a place in the school, but will be refunded in full provided that students notify the school in writing by May 1 of their decision to cancel their enrollment. Other refunds are subject to the schedule as stated in the *Language Schools Handbook* mailed to enrolled students in May.

Application and Admission

Students may apply for admission for a single summer at any level, for the junior-year program abroad, or for one of the graduate degree programs to be completed over a series of summers in Vermont or in a combination of a summer in Vermont and an academic year in Mainz. They may enroll in courses in one language school only and are normally enrolled in courses at one level only.

Students at the summer sessions must be high school graduates, and we strongly recommend that they have completed at least one year of college-level study. Admission is granted on the basis of academic qualifications and the availability of space.

Final placement in courses is determined by students' performance on tests administered before the start of classes. By applying for admission, students indicate willingness to accept the placement deemed proper by the school. Applications are processed until the start of the program in June, but as the school may be fully subscribed by mid-April, early application is desirable.

Admission is for one summer only, and admission to one of the Languages Schools is entirely separate from admission as an undergraduate to Middlebury College.

Administration and Faculty

Director: KONRAD KENKEL, Associate Professor of German, Dartmouth College. Ph.D., Indiana University.

Dean: CONSTANCE N. KENNA, Lecturer in German, Middlebury College. M.A., Yale University. (Until June 30)

KARL OBRATH. Assistant Professor of German and Director of Undergraguate Studies, University of Cincinnati. Ph.D., University of Cincinnati. (July 1-August 16)

Faculty

CHRISTA WOLF CROSS. Ph.D., University of California, Los Angeles.

SILKE VON DER EMDE. Dartmouth College. ABD, Indiana University.

UTA GUGG. Leiterin der Sprachabteilung, Goethe Institut Boston.

GERTRAUD GUTZMANN. Associate Professor of German Language and Literature, Smith College. Ph.D., University of Massachusetts.

MARGARET HAMPTON. Professor of German, Earlham College. Ph.D., Case Western Reserve University.

FRANK HÖRNIGK. Professor of German, Humboldt Universität Berlin. Dr. phil., Humboldt Universität Berlin.

THERESE HÖRNIGK. Zentralinstitut für Literaturgeschichte an der Akademie der Wissenschaften (Ost). Dr. phil., Humboldt Universität Berlin.

BRIGITTE KAHNERT. Associate Professor of German, Holyoke Community College. MA, University of California, Los Angeles.

PETER KASTNER-WELLS. Assistant Professor of German, University of Northern Colorado. Ph.D., University of Texas.

JOCELYNE KOLB. Associate Professor of German Language and Literature, Smith College. Ph.D., Yale University.

GUNHILD LISCHKE. Lecturer of German, Cornell University. 1. und 2. Staatsexamen, Universität Hamburg.

DIETER MAHNCKE. Professor of Political Science, Europa-Kolleg Brügge, Belgien. Stellvertr. Leiter des Planungsstabs im Bundesministerium der Verteidigung, Bonn. Ph.D., Johns Hopkins University.

JUDITH MAIWORM. Goethe Institut Cincinnati.

REINHARD MAIWORM. Direktor, Goethe Institut Cincinnati.

ERNA NEUSE. University Professor II of German, Rutgers University. Dr. phil., Universität Wien.

HORST OHDE. Wissenschaftlicher Oberrat und Dozent, Universität Hamburg. Dr. phil., Universität Hamburg.

JOCHEN RICHTER. Professor of Modern Languages and Chairman, Humanities Division, Allegheny College. Ph.D., Syracuse University.

SUSAN RYKKEN. MA, Indiana University.

BRENDA SMITH. Senior Artist Faculty in Voice, Dickinson College. M.M., Westminster Choir College, Princeton (NJ). Coordinator of Musical Activities.

GÉRARD SCHNEILIN. Professor of Contemporary German Literature and Civilization, Paris IV-Sorbonne. Chairman, Dept. of Foreign Languages, School of Business Administration/Paris (CESA-HEC). Agrégation d'allemand, Doctorat d'État, University of Paris I-Sorbonne.

GABRIELA WETTBERG. Lecturer in German, Dartmouth College and Universität Mainz. Ph.D., Rutgers University.

GOTTFRIED WILLEMS. Professor of German, Universität Mainz. Dr. phil., Universität Mainz.

Note: Other faculty may be appointed later.

Assistants

DAVID MAJOR (Musik)
ANGELIKA BRUMBAUGH
GISELA FIELDS
NORMAN ROESSLER
DEAN WILLIAMS

Administrative Staff

INGRID PIXLEY. Bilingual Secretary.
KAI KENKEL. Bilingual Assistant.

Course Offerings

Intensive Language Courses

Courses marked + are in the seven-week program.

First Year - 100 Level

101-102-103 Elementary German +

Lischke (coordinator);
von der Emde, Hampton, Rykken.

Daily activities include four hours of classroom instruction, plus additional work in the language laboratory. Emphasis will be placed on the grammatical structures of German as well as on conversation and correct pronunciation. Reading comprehension skills are introduced through primary texts, including literature. Throughout the program audio-visual presentations supplement regular classroom activities.

Required Texts: Möller/Liedloff, *Deutsch Heute*, 5th ed. (Houghton Mifflin); Vail/Sparks, *Der Weg zum Lesen*, 3rd ed. (Harcourt Brace Jovanovich). Other materials will be made available.

Second Year - 200 Level

Note: All students who want to be placed in *Intermediate German* (200-level) are required to take an analytical placement test involving all language skills.

201-202-203 Intermediate German +

Cross (coordinator);
Kastner-Wells, Kolb, Obrath.

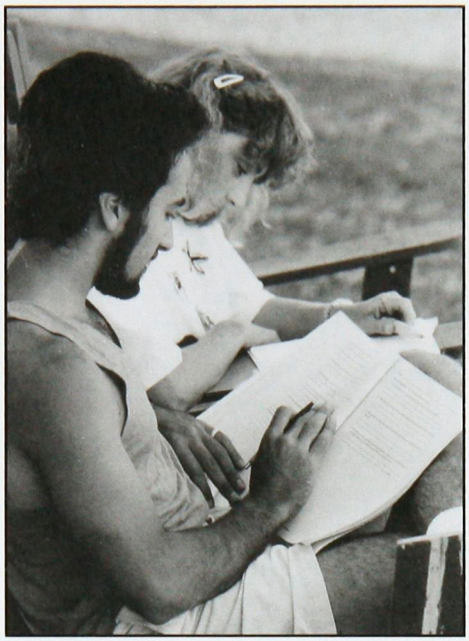
Daily activities normally include four hours of classroom instruction. Students take three basic courses: Grammar, Composition-Conversation, and German Studies, plus one literature-module per each half of the term. Modules include: Grammar in a Literary Context ; Literature and Video ; Selection of Short Stories; Science and Humanity I and II; Justice and Literature .

Required Texts : Vail/Sparks, *German in Review*, 3rd. ed. (Harcourt Brace Jovanovich, Inc.); Wulf Koepke, *Die Deutschen—Vergangenheit und Gegenwart* , 3rd ed. (Holt); Sevin/Sevin, *Zur Diskussion*, 3rd ed. (Holt). Texts for modules to be announced.

Advanced German Courses

Third Year - 300 Level

Note: All students who want to be placed at this level are required to take an analytical placement test, involving all language skills. On the basis of the test results, students will be advised in their course selection.



301-303 Advanced German + Richter (coordinator); Kahnert, Ohde.

All students register for GN 301. This one-unit course will meet for two hours per day, analyzing advanced grammatical structures of German as well as providing intensive written and oral language practice. Students will make extensive use of audio and video materials and of primary texts.

Students will take two additional one-unit courses for a total of three units or nine semester hours of credit.

GN 301	Advanced Grammar	(Kahnert, Richter)
GN 302	Modern German Literature	(Ohde)
GN 303	*Landeskunde*	(Kahnert)

Students are encouraged to take the examination *Zertifikat Deutsch als Fremdsprache*, administered through the Goethe-Institute in Boston, for a small additional charge.

Fourth Year - 400 Level

Note: All students who want to be placed at this level are required to take an *Übungssatz* of the *Zentrale Mittelstufenprüfung* . They will also be given an oral interview based on the *ACTFL Proficiency Guidelines* at the beginning and (for a small additional charge) at the end of the program.

401-410-444 Advanced German + Gutzmann, Mahncke.

401	Stylistics and Expository Writing	(Gutzmann)
410	Analysis of Literary Texts	(Gutzmann)
444	Germany after Unification	(Mahncke)

Graduate Courses

A normal load is three courses per summer, to be selected in consultation with the director or dean. First-year graduate students are placed in the courses most appropriate to their linguistic proficiency. All new students are required to take the sets of placement tests designed for the six-week program.

Sprachanwendung und Textanalyse

GN 601 Grammatik und Stilistik im mündlichen und schriftlichen Sprachgebrauch

8:00 (Sektion A) Wettberg
10:00 (Sektion B) Wettberg

Dieser Kurs ist als Werkstatt konzipiert, in seinem Rahmen sollen intensive schriftliche und mündliche Übungen stattfinden. Besonderer Schwerpunkt ist die Arbeit mit den individuellen Teilnehmern. (1 unit)

Required Texts: A. und J. Buscha, *Deutsches Übungs buch* (Leipzig: Verlag Enzyklopädie); G. Wahrig, *Deutsches Wörterbuch* (dtv). Students should also bring their reference grammar. Current reading materials will be provided.

German Studies - Landeskunde

GN 635 Wiedervereinigung als Thema deutscher Innen- und Außenpolitik von 1949 bis zur Gegenwart.

9:00 Mahncke

Nach einer Einführung in die Entstehung der deutschen Teilung soll sich dieses Seminar auf drei Themenbereiche konzentrieren: das Ziel der Wiedervereinigung Deutschlands als innenpolitisches Thema (wobei unterschiedliche Vereinigungskonzepte zu untersuchen sind), das Verhältnis der beiden deutschen Staaten zueinander und die Wiedervereinigung als Thema internationaler Politik. (1 unit)

[Texte als Kopiervorlagen]

GN 638 Stadt und Land im 20. Jahrhundert: Zwischen Metropole und Provinz.

11:00 Kenkel/Ohde

Der Kurs untersucht das Verhältnis von Realität und Fiktion im kulturellen Selbstverständnis der Deutschen. Lebensformen unterschiedlicher Regionen und ihre Darstellung in Literatur und anderen Medien werden analysiert. (1 unit)

[Texte als Kopiervorlagen]

Literatur

GN 610 Einführung in die Analyse und Interpretation literarischer Texte

9:00 (Sektion A) Schneilin
11:00 (Sektion B) Neuse

Das Schwergewicht des Kurses liegt in der Diskussion von Themen, die in Vorlesungen vorgetragen werden, im Studium der Terminologie und Techniken literarischer Analyse und in der Anwendung dieser Methoden auf spezifische Textbeispiele aus verschiedenen Gattungen. Dieser Kurs

ist Pflichtkurs für Anwärter für den M.A., M.M.L. und D.M.L. in Middlebury, sowie für Studenten, die im Mainz-Programm weiterstudieren wollen. (1 unit)

Texte: Friedrich Schiller, *Maria Stuart* (Reclam 64 + 8143); Heinrich von Kleist, *Das Bettelweib von Locarno* (Reclam 8003); Georg Büchner, *Woyzeck* (Reclam 9347 + 8117); Friedrich Dürrenmatt, *Der Besuch der alten Dame* (Arche + Reclam 8130).

[Weiteres Textmaterial als Kopiervorlagen]

GN 656 Theodor Fontane
9:00 Kolb
Drei Berlin-Romane Fontanes werden einer eingehenden Textanalyse unterzogen werden. Im Mittelpunkt steht dabei Fontanes literarische Verarbeitung historischer Details, insbesondere im Hinblick auf die gesellschaftliche und rechtliche Stellung von Frauen, die seine Protagonistinnen sind. In der letzten Woche wendet sich die Untersuchung direkt der gesetzlichen Stellung der Frau in der preußischen Gesetzgebung der letzten Jahrzehnte des 19. Jahrhunderts zu. Dieser Teil untersteht der Diskussionsleitung von Konstanze Görres-Ohde. (1 unit)

Texte: *L'Adultera* (Reclam 7921); *Irrungen, Wirrungen* (Reclam 8971 + 8146); *Effi Briest* (Reclam 6961 + 8119)

GN 657 Die Novelle des 19. Jahrhunderts
11:00 Willems
Dieser Kurs wird wesentliche literarische Entwicklungen im 19. Jahrhundert behandeln, wobei anhand von ausgewählten Novellen unterschiedliche Themen und Formen herausgear beitet werden sollen. (1 unit)

Texte: Goethe, *Erzählungen* (Reclam 6559); Kleist, *Das Erdbeben in Chili* (Reclam 8002); E.T.A. Hoffmann, *Der Sandmann* (Reclam 230); Eichendorff, *Das Marmorbild* (Reclam 2365); Keller, *Das verlorene Lachen* (Reclam 6178).

GN 666 Proseminar/Seminar: Lessing und die deutsche Aufklärung
10:00 Willems
Ausgehend von der Zentralfigur Lessing, wird dieser Kurs die wichtigsten literarischen Repräsentanten und Phänomene der deutschen Aufklärung untersuchen. (1 unit)

Texte: Lessing, *Nathan der Weise* (Reclam 3); *Fabeln* (Reclam 27); Gellert, *Leben der schwedischen Gräfin von G.* (Reclam 8536); Wieland, *Musarion* (Reclam 95); Lichtenberg, *Aphorismen* (Reclam 7812).

GN 676 Proseminar/Seminar: Die verführte Unschuld im deutschsprachigen Theater vom 18. - 20. Jahrhundert
10:00 Schneilin
Im Mittelpunkt des Kurses steht das Motiv des Verführers und der verführten Unschuld als Paradigma der Beziehung zwischen Mann und Frau. In genauer Textanalyse sollen die perspektivischen Wandlungen dieses Motivs herausgearbeitet werden. (1 unit)

Texte: Lessing: *Emilia Galotti* (Reclam 45); Kleist: *Penthesilea* (Reclam 1305); Hauptmann: *Rose Bernd*; Horvath: *Don Juan*; Brecht: *Der gute Mensch von Sezuan*; (edition suhrkamp 73); Frisch: *Don Juan*

GN 686 Proseminar/Seminar: Christa Wolf
10:00 Th.Hörnigk
Der Kurs konzentriert sich einerseits auf Geschichte und Historizität als Erfahrungshorizont der Prosa Christa Wolfs und zum andern auf die literarische Romantik- und Antike-Rezeption und ihre Widerspiegelung in Motiven und Metaphernwelt. Überlegungen zum weiblichen Schreiben bei Christa Wolf bilden den übergreifenden Hintergrund der Textanalysen. (1 unit)

Texte: *Moskauer Novelle; Nachdenken über Christa T.; Kassandra; Was bleibt*

[GN 480/680] Musiktheaterwerkstatt
(Zeit wird vereinbart) Smith
Im Mittelpunkt der Werkstatt steht die Erarbeitung und Produktion eines Musiktheaterstückes oder einzelner Szenen aus verschiedenen Stücken. Wenn die Übernahme einer Hauptrolle denselben Zeitaufwand wie für einen regulären Kurs erfordert, ist nach Absprache mit dem Direktor die Anrechnung eines Kurskredits möglich. (1 unit)

[Materialien und Kopiervorlagen werden zur Verfügung gestellt.]

Die Beteiligung an der Aufführung beschränkt sich nicht nur auf Studenten des Sechs-Wochen-Programms, sondern Studenten des Sieben-Wochen-Programms werden ausdrücklich ermutigt, an der Werkstatt teilzunehmen!

Methodik

GN 694 Literatur- und Mediendidaktik
1:30 Gugg / J. + R. Maiworm
Während die erste Hälfte des Kurses sich im wesentlichen auf die Problematik des Testings im Sprach- und Literaturbereich konzentriert, steht in der zweiten Hälfte die Literatur- und Mediendidaktik im Mittelpunkt. Ziel ist es, theoretische Grundlagen für die Vermittlung und Anwendung von Techniken in den genannten Bereichen zu erarbeiten. (1 unit)

[Texte als Kopiervorlagen]

GN 800 Independent Study Staff

DM 901 Research Paper Kenkel
(DML applicants only)

The School in Germany

The School in Germany was founded in 1959. It is fully recognized by the academic senate of the Johannes Gutenberg-Universität, with which it is involved in an active exchange of faculty and students. Resident Directors of Studies appointed from the Middlebury College faculty administer the school. The school address is: D-6500 Mainz, Rheinstrasse 42, telephone: (06131) 22 10 40.

Graduate and junior participants in the program are fully enfranchised students at both Middlebury College and the Johannes Gutenberg-Universität. They take virtually all their courses with German students at the university. Middlebury College augments the offerings of the university with special courses and tutorials taught for program students by selected faculty from the university. Participants in the junior-year program may choose a semester or a full year of study.The graduate program is available only for the full year.

Students are ultimately responsible for making their own housing arrangements, but Middlebury College has a special arrangement with the *Studentenwerk Mainz* enabling the program to place most students in university dormitories, providing additional contact with German university life. Students interested in the rooms reserved for Middlebury students should inform the school office as soon as possible. Private rooms and apartments are at an absolute premium in Mainz, thus students who choose to find their own living quarters should plan to arrive in Germany in early September.

The period between the middle of October and the beginning of classes is a required orientation period. The *Wintersemester* extends from the beginning of November to the end of February with a Christmas recess of about 10 days. The *Sommersemester* extends from the middle of April to the end of July. The period between the beginning of April and the middle of April is a required orientation period for new arrivals who will only be spending the *Sommersemester* at the university. Prior to each semester the Director of Studies meets with students to guide them in their choice of courses.

The Graduate Program in Germany

Graduate students must have a B.A. degree from an accredited institution of higher education, with a German major or its equivalent. A summer on the Vermont campus is required before students can be considered candidates for the M.A. degree. After successfully completing three courses at the summer session of the German School, M.A. candidates take at least ten courses, most of them in *Fachbereich 13 (Deutsche Philologie, Vergleichende Literaturwissenschaft, Theaterwissenschaft* and *Volkskunde*) at the Johannes Gutenberg-Universität. With the permission of the Director of Studies, courses may be taken in related areas such as philosophy, history, political science, economics or art history. Any student who passes fewer than four courses in either semester may be asked to withdraw from the program.

Graduate students are required to write four papers each semester and will be tested in a fifth course. Students submit a copy of each paper to the Director of Studies for inclusion in a Middlebury portfolio. The Director's judgment of each student's portfolio of papers will play a major role in the decision to award the M.A. degree.

Each year the Johannes Gutenberg-Universität awards a scholarship to a Middlebury College graduate student who is an American citizen. In addition, one graduate student is nominated for a DAAD fellowship funded by the German government.

The Junior Program

In order to qualify for the Junior Program, undergraduates must have junior standing and an average of B or better, plus at least two courses above the Middlebury College GN 201-202 level. Non-Middlebury College students normally meet this requirement during a preliminary summer on the Vermont campus. Juniors may enroll for the *Sommersemester*, the *Wintersemester*, or the entire academic year. Juniors enroll in four courses for credit and write papers for at least three of these. The bulk of the students' work will be

in the *Deutsches Institut*, but juniors, especially those majoring in departments other than German, may take one course in an area other than language and literature. Middlebury welcomes applications from undergraduates enrolled at other colleges and universities.

Since available space fills up quickly, early applications are encouraged: May 1 for the following *Wintersemester* and October 1 for the following *Sommersemester*.

Courses

The following courses were among those offered by *Fachbereich 13* during the *Wintersemester* 1991-92. They serve as an example of the type of courses normally offered each semester:

Lecture Courses:
Introduction to the Literature of the 18th Century
Young Schiller
Brecht's Poetry
History of German Drama IV

Proseminars:
Introduction to Descriptive Linguistics
Introduction to Comparative Literary Studies
Imagery
Fontane's Novels
Goethe's Poetry
Kafka and Prague Literatur
Youth Culture

Advanced Seminars:
Lessing's Dramas
Goethe's "Wilhelm Meister"
Avantgarde and Fascism
Georg Kaiser
Peter Handke
Literature of the Ex-GDR
History of the Women's Movement

The German professors in the *Deutsches Institut* frequently hold tutorials for the Middlebury students enrolled in their courses, providing our students with far more personal contact than is usually the case at German universities.

Since German universities do not deal in terms of "units" or "credits," Middlebury College assigns unit and letter-grade values to the students' work. These values are determined by the Director of Studies, whose decision is final.

For further information and application materials, please contact:

The School in Germany
Middlebury College
Middlebury VT 05753-6131
(802) 388-3711, Ext. 5528

MIDDLEBURY COLLEGE LANGUAGE SCHOOLS

JOHN M. McCARDELL, JR.
Acting President of Middlebury College
Ph.D., Harvard University

EDWARD C. KNOX
Director of the Language Schools
Vice President for Foreign Languages
Jean Thomson Fulton Professor of Modern Languages and Literature
Ph.D., Yale

Middlebury College Language Schools	**Schools Abroad**
Arabic	Florence
Chinese	Madrid
French	Mainz
German	Moscow
Italian	Paris
Japanese	
Russian	
Spanish	

For an application to one of the Language Schools, please write to the school of your choice at Sunderland Language Center, Middlebury College, Middlebury, VT 05753-6131.

MIDDLEBURY COLLEGE, a publication, is published by the Middlebury Publications Service, Middlebury, VT 05753-6121.

Middlebury College does not discriminate against any individual on the basis of race, sex, religion, ethnic origin, sexual orientation or handicap in any of its programs or activities. In particular, Middlebury College complies with the 1964 Civil Rights Act, Title IX of the Educational Amendments of 1972, the IRS Anti-Bias regulation and Section 504 of the Rehabilitation Act of 1973. Questions relating to compliance with Sec. 504, Rehabilitation Act of 1973, during the summer session may be addressed to the Coordinator of the Language Schools, Sunderland Language Center, Middlebury College, Middlebury, VT 05753-6131.

Accreditation: Middlebury College is accredited by the Vermont State Department of Education, and the New England Association of Schools and Colleges, which accredits schools and colleges in the six New England states. Membership in one of the six regional accrediting associations in the United States indicates that the school or college has been carefully evaluated and found to meet standards agreed upon by qualified educators.

Middlebury College
The German School
Middlebury, VT 05753 - 6131

Non-Profit Organization
U.S. Postage
PAID
Middlebury College

FRANÇAIS

Middlebury College

Summer 1992 • Academic Year Abroad 1992-93

The French School

Middlebury College
Middlebury, Vermont 05753-6131
(802) 388-3711, Ext. 5526

Summer 1992

Seven-Week Program
June 26- August 14
Total Fees : $3,720
(Tuition $2,425; Board - $920; Room - $375)

Six-Week Graduate Session
June 29-August 14
Total Fees : $3,625
(Tuition $2,425; Board $855; Room $345)

Academic Year 1992-93

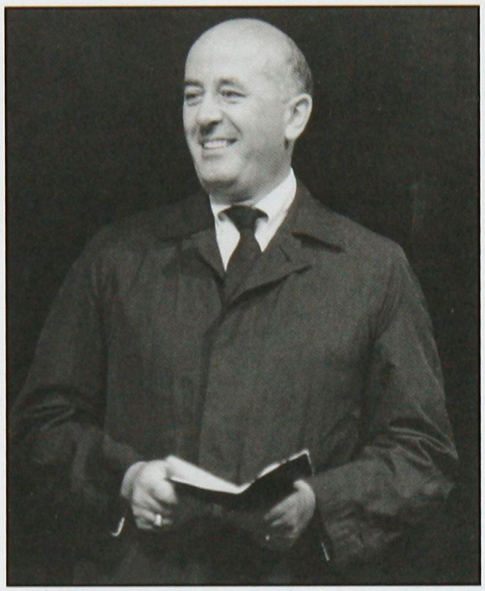
School in France
Junior and Graduate Programs
Tuition: Full year-$8,600; Semester-$4,400

Contents

Letter From the Director 2
Languages at Middlebury 4
Summer in Vermont 6
French at Middlebury 7
Academic Program 7
Financial Aid 9
Fees 10
Application and Admission 11
Administration, Faculty and Staff 11
Course Offerings 15
- *Intensive Language Courses 15*
- *Graduate Program of Studies 18*

The School in France 30
- *Junior Year Program 31*
- *Graduate Program 33*

Quelques mots pour vous présenter l'Ecole française



Depuis sa création l'Ecole Française se consacre à l'enseignement de la langue, de la littérature et de la civilisation françaises. L'étudiant de Middlebury bénéficie d'une double expérience: la maîtrise d'une langue étrangère, et l'accès à d'autres disciplines telles que la linguistique et les sciences sociales, qui permettent d'explorer la culture française, la littérature et la pédagogie. Un très haut degré de coordination entre ces aspects différenciés du programme permet aux futurs professeurs de profiter de pratiques diverses et de mieux s'adapter aux situations professionnelles devenues en nos jours de plus en plus exigeantes.

Les cours de langue dits pratiques visent à la maîtrise du français: la langue étant un objet social, il est essentiel d'explorer la société dans laquelle elle est aussi un outil de création esthétique, ce qui rend l'étude de la littérature indispensable. Ces grands principes qui orientent le programme n'ont guère varié depuis le début.

Le public étudiant, par contre, s'est beaucoup diversifié et la répartition des cours dans les différentes rubriques en a été sensiblement modifiée. Cet été,

la majorité des cours proposés sont des cours de langue pratique(compréhension orale, production orale et phonétique, compréhension écrite et production écrite). A ces cours de base, sont ajoutés, au niveau gradué, un cours de traduction et un cours de français des affaires: un public de plus en plus grand s'intéresse à ces domaines de spécialisation qui peuvent trouver des applications pratiques dans le monde des professions libérales, juridiques et commerciales.

Nous avons le plaisir de retrouver cette année parmi nous de nombreux amis et professeurs qui ont déjà enseigné à Middlebury, en été. Vous reconnaîtrez, j'en suis sûr, leurs noms, et découvrirez avec intérêt les sujets qu'ils se proposent d'enseigner pour vous cette année. Nous accueillerons aussi quelques nouveaux collègues.

Je remercie anciens et nouveaux collègues, professeurs de langue et de littérature, étudiants de tous niveaux, de venir se joindre une nouvelle fois à l'Ecole Française d'été de 1992. Je conseille à tous les étudiants de lire attentivement ce bulletin. Ils pourront ainsi apprécier la richesse et la diversité du programme qui leur est proposé (histoire, linguistique, sémiotique, didactique, poésie, roman, civilisation, cours de langue, de phonétique, etc.).

Grâce à la générosité des Services Culturels de l'Ambassade de France à New York, l'Ecole Française d'été pourra inviter un certain nombre de vos professeurs.

Grâce à la générosité des Services Culturels de la Délégation du Québec à Boston, Monsieur le Professeur Jacques Cotnam organisera dans le cadre de son cours sur la littérature et la civilisation contemporaines du Québec, une série de conférences assurées par des spécialistes de renom.

Parmi nos conférenciers de marque Monsieur Raymond Jean, professeur émérite à l'Université d'Aix-Marseille I viendra nous faire un état présent de la littérature française contemporaine, et Monsieur Gérard Grunberg, Directeur de recherches au CNRS et à la Fondation des Sciences Politiques de Paris nous parlera de certains aspects de la société française contemporaine.

Comme chaque été, enfin, films, pièces de théâtre, télévision, choeur, chansons et musique, foot-ball et tennis viendront animer nos après-midi et nos soirées. Venez et revenez à Middlebury pour passer avec nous un été mémorable.

Daniel Jourlait

Languages at Middlebury

Each summer since the founding of the German School in 1915, Middlebury College has devoted its Vermont campus to the intensive study of languages from beginning to graduate levels. The French and Spanish Schools opened in 1916 and 1917, the Italian School in 1932, Russian in 1945, Chinese in 1966, Japanese in 1970, and the School of Arabic in 1982. In 1949, Middlebury initiated its schools in Europe with the first session of the Middlebury College School in France in cooperation with the University of Paris. In 1951 a similar program in Madrid opened, after which Middlebury established schools in Mainz (1959), Florence (1960), and Moscow (1977). Each of the schools abroad offers both junior year and graduate programs. Juniors from colleges and universities throughout the country join Middlebury College undergraduates for the junior year abroad, and transfer the credits they earn to their home institutions. Graduate students may complete an M.A. by studying abroad for one year in addition to one or two summers in Vermont.

The Language Schools are dedicated to the premise that without real competence in a language there can be no true cultural understanding, and that to be effective, language teaching must provide meaningful insight into the foreign culture. All instruction is intensive and all courses are taught in the foreign language. A "total immersion" experience in dormitories, at meals, and through extra-curricular activities enhances student proficiency. At advanced levels, courses in art, culture, history, language, pedagogy, linguistics, literature, music, and theater are an integral part of the program.

The Language Schools offer programs to answer the needs of various audiences:

- *those who wish to earn an advanced degree in a foreign language or in a combination of a foreign language and English;*
- *undergraduate and graduate students who wish to enrich their program of studies at Middlebury or abroad and transfer the credits to their home institutions;*
- *students, teachers and other professionals who wish to improve or refresh their foreign language skills or acquire proficiency in a new language necessary for their careers;*
- *teachers who wish to apply new technologies and methodologies in their foreign language classes.*

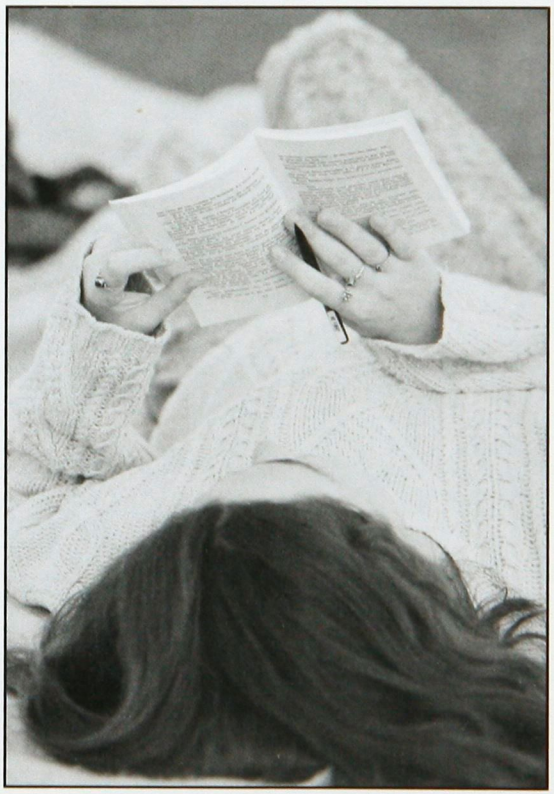
The Language Schools are at the forefront of innovation in language teaching. Our language laboratory and computer center represent state-of-the-art technology. Our Master of Modern Languages degree prepares teachers to teach two foreign languages or a foreign language and English. Our Doctor of Modern Language degree offers a combination of scholarly and practical training, and is conferred upon those who have demonstrated ability in research and teaching in two foreign languages. In addition to our regular programs we hold workshops and institutes on topics such as teaching for proficiency and the new technologies.

During the academic year, Middlebury College offers a baccalaureate curriculum in the liberal arts which is unusually rich in opportunities for language study. These opportunities include intensive and varied programs in Chinese, French, German, Classical Greek, Italian, Latin, Japanese, Russian and Spanish. Middlebury also has a high percentage of language-proficient juniors studying abroad. Many double and joint majors involve advanced language study. The international major enables students in fields other than languages and literature to demonstrate functional foreign language competence by taking advanced courses in their disciplines at a Middlebury school abroad.

At Middlebury we believe that study of a foreign language in its cultural context , and study of a discipline in a foreign language and from the perspective of another culture, are among the most enlightening and humanizing activities in which one can engage. As such, they occupy an essential place in any liberal arts curriculum.

Admission as an undergraduate to Middlebury College's baccalaureate program is entirely separate from admission to one of the Language Schools. Students wishing to apply for admission to the baccalaureate program may receive information and application materials by writing to:

Dean of Admissions,
The Emma Willard House,
Middlebury College,
Middlebury, VT 05753-6002.



Middlebury Language Pledge

Language Schools students make a formal commitment to use the foreign language of study as the only means of communication during the entire session. This pledge, strictly enforced, plays a major role in the success of the program, as both a symbol of one's commitment and an essential part of the language learning process itself.

A summer at the Language Schools is an intensive one by design. Students can expect to spend approximately four to six hours per day in class, drill, and laboratory, in addition to other homework. Because English is not allowed, it can also be strenuous and even stressful, particularly for students attending for the first time. All students should come rested and in good physical and mental shape.

Summer in Vermont

Middlebury College sits on a hill overlooking a small Vermont town to the east, and the rolling countryside of the Champlain Valley to the west. The campus, self-contained yet only a short walk from town, is especially suited to the Language Schools and their unified approach to learning. Students and faculty live in dormitories assigned to their schools and take meals in dining halls where only the language of study is spoken. The summer climate is usually delightful, with warm days and cool nights. Classes meet in the morning and early afternoon. The schools reserve late afternoons, evenings, and weekends for social and cultural events including plays, films, lectures, concerts, amateur nights, and other enriching diversions from the academically rigorous program. Such activities center on the use of the foreign language and often involve active student participation in planning and performance.

Campus facilities include Starr Library, which houses extensive foreign language collections, and the Music Library with over 10,000 recordings. The Freeman Language Laboratory has individual and group facilities and a large selection of audio and video materials to assist students in the development of their skills. The Ballenger Computer Center offers computer facilities for word processing in a variety of languages. Students can become involved in foreign language programming at the College's radio station, and make use of a wide range of audio-visual equipment, including a video studio, for class projects.

Middlebury College's athletic facilities include an 18-hole golf course, a field house, an indoor pool, eighteen outdoor and eleven indoor tennis courts, racquetball and squash courts, and a fully equipped fitness center. There are jogging, running, and bicycling trails around the campus and in the surrounding countryside.

French at Middlebury

The French School offers its students a variety of programs during the summer, including intensive language training at five levels of proficiency from beginning to advanced, and graduate programs leading towards the M.A., M.M.L., or D.M.L. degree. The faculty: student ratio in the summer is approximately 1:6. The School in France has programs designed for undergraduates wishing to spend their junior year in Paris and for graduates who complete their M.A. degree with an academic year in Paris.

Academic Program

Credits

A full summer program of study is roughly equivalent to three college semester courses. Credit is defined in terms of units with one unit equivalent to three semester hours. The courses numbered 100-499 offered in the seven-week session normally carry a total of three units. The full six-week graduate session, levels 501-900, is open to students working towards a Master's degree, a doctoral degree, or the degree of Master of Modern Languages. It is comprised of three graduate courses for a total of three units of credit.

For transfer purposes, the student's home institution determines how many graduate or undergraduate credits it will grant for the summer's work at Middlebury. Middlebury College considers the academic year abroad equivalent to an academic year in the U.S., but a student's home institution determines the number of credits it will ultimately award for work abroad. Undergraduates are therefore urged to discuss the question of transfer credits with their advisors before leaving their own campus.

All credits to be applied towards a Middlebury degree must be earned within a ten year period. The Middlebury College Language Schools do not calculate grade point average or class rank.

Graduate Degrees

Master of Arts

Candidates for the degree of Master of Arts must hold a baccalaureate degree or equivalent from an accredited institution of higher education. They must also have completed course work equivalent to a major in French. Highly qualified undergraduate students may accumulate a maximum of six graduate course units toward a Middlebury M.A. degree before receiving their B.A. degree, but these units may not count toward both degrees.

To receive the Master's Degree in French, students must earn a total of twelve course units. They are accepted to degree candidacy after successfully completing a preliminary summer in Vermont. Candidates may earn remaining units either during a series of summers on the Vermont campus or during an academic year in Paris. The program provides a broad base in the fields of French language, literature and civilization.

Master of Modern Languages

The M.M.L. degree certifies a high degree of proficiency and skill in two foreign languages (French, German, Italian, Russian, Spanish), or a combination of one of these languages and English (at Middlebury's Bread Loaf School of English). It requires an additional twelve courses beyond the M.A. degree, and comprehensive written and oral examinations. The Director of the Language Schools administers and supervises the M.M.L. in close consultation with the directors of the individual schools involved in a student's program. A Master's degree in English or a foreign language is a prerequisite for entrance into the M.M.L. program. Inquiries should be addressed to the Director of the Language Schools at Sunderland Language Center, Middlebury College.

Doctor of Modern Languages

The D.M.L. degree differs from the traditional Ph.D. in its emphasis on a combination of scholarly and practical training. A Master's degree in French is a prerequisite for entrance to the program. Degree requirements include: a qualifying paper; eight upper-level graduate courses in French; two graduate courses in a second language (German, Italian, Russian, or Spanish); comprehensive examinations in both languages; one year's residency in France; proof of successful teaching experience; a dissertation and its oral defense.

All new students must complete a summer of application on the Vermont campus during which they enroll for credit in two advanced graduate courses in French and audit a third course which provides the context for the qualifying paper. The instructor of the third (audited) course becomes the director of this paper, which the student must complete within the six weeks of the graduate session.

Inquiries should be addressed to the Director of the Language Schools at Sunderland Language Center, Middlebury College.

Transfer Credits

After formal admission to a graduate degree program, candidates for the M.A., M.M.L., and D.M.L. degrees may request permission from the Dean to transfer a maximum of three units or the equivalent from another institution. Students may propose for transfer only courses taken after successful completion of the initial summer and formal admission to degree candidacy.

In past years the French School has occasionally offered two-week graduate seminars. Please note that only two of these seminar units may be applied toward the M.A. degree, and the combined total of Middlebury seminar and transfer credits from other institutions may not exceed three units. Two-week seminar units may not be applied toward the M.M.L. or the D.M.L. degrees.

To obtain approval for a transfer of credit, students must submit evidence that the courses they wish to transfer earn graduate credits towards an advanced degree at an accredited college or university; that the courses are taught in French in the areas of language analysis, culture and civilization, literature, or professional preparation. Language practice courses may not be transferred, and the courses should not duplicate courses already taken for degree credit. This information must be sent to the Dean of the French School for approval prior to the student's registration in the course.

All units counted toward a degree must have been taken on a graded, not a pass/fail basis. Only grades of B- and above may be applied toward a Middlebury M.A. degree. Only grades of B+ and above may be applied toward a Middlebury M.M.L. or D.M.L. degree.

All transfer credit courses must be completed by the 31st of May of the year of graduation for August degree candidates and by the 10th of January for March degree candidates. Whether earned at Middlebury College or transferred from another institution, all credits and units applied towards a degree must be earned within a period of ten years. Units earned in 1980 would not be eligible for a 1991 M.A. degree.

Auditing

Those who are not full-time students may occasionally audit upper-level courses with the permission of the Director of the French School. Auditing is not permitted in levels 100-400, nor are students in those courses permitted to audit courses in other schools. Total auditing costs per week are $875 (tuition $500; room and board $375).

Financial Aid

Middlebury College offers financial assistance to a substantial percentage of students attending the summer sessions and the graduate academic year programs abroad. Aid for the summer is in the form of grant and/or work. Loans may also be available to students enrolled in a Middlebury College degree program. Aid for the academic year abroad is in the form of grant and loan. (Please note: Financial aid for study abroad is not available to undergraduates from other institutions. Consult the financial aid office at your home institution.)

Financial aid is offered on the basis of financial need as determined by the Office of Financial Aid. The Language Schools Financial Aid Application and current federal tax returns are the primary documents used in determining eligibility, although additional information may also be requested. If you are not a U.S. citizen, a permanent resident alien, or a Canadian citizen, you should also complete the Foreign Student Financial Aid Form, which is available from the Office of Financial Aid.

Our financial aid budget is limited and does run out, so you should send a COMPLETE application to the office of Financial Aid as soon as possible after January 1, 1992 to insure the best possible chance of receiving aid. A complete application includes all relevant documents as listed on the checklist on the first page of the Language Schools Financial Aid application. We will begin reviewing your application for completeness upon receipt of the first document you send. Aid decisions for students going abroad are made at

the same time as those for students in the summer session; we will make aid decisions on a rolling basis for those students whose applications are complete AND who have been accepted in the School.

The only cost for the academic year that is payable to Middlebury College is tuition. However, federal regulations require enrollment verification prior to disbursement of federal funds. In cases where financial aid exceeds tuition and may be used by the student to cover a portion of living expenses, the balance of the aid will be sent to the student in Paris in **two** installments, the first only after fall registration and the second at the beginning of the second semester. Therefore, you must plan ahead to have money to cover travel, books, and the first month of living expenses abroad. Those students receiving financial aid to go abroad will have a chance during the summer to make individual appointments in the Office of Financial Aid to discuss the logistics of the academic year aid package in detail.

Address inquiries about financial aid to the Office of Financial Aid, The Emma Willard House, Middlebury College, Middlebury, VT 05753-6003, or call (802) 388-3711, ext. 5158. To obtain a language school application, call the language school to which you are applying.

Scholarships

The following scholarships honor students, friends or faculty of the French School: The Frieda Derdeyn Bambas Scholarship, The Lea Z. Binand Scholarship Fund, The Stella Christie Scholarship Fund, The French Center in New England Fund, L'Amicale (French School Alumni Association) Scholarship Fund, The Claude Lévy Scholarship Fund, and The James Richardson Scholarship Fund. The Lois Behrman Watson '51 Scholarship fund was established in 1987 to provide financial aid to teachers who are attending the Masters or Doctoral program of any of the Language Schools on the Middlebury campus or at the schools abroad. Candidates for financial aid need not apply for a specific scholarship. We will automatically consider all financial aid applicants for an award from the appropriate scholarship listed above or from the general grant fund.

Award

The Frieda Derdeyn Bambas Prize in French Literary Studies is awarded annually to a student who has a grade point average of at least 3.5 and who has demonstrated excellence in French literary studies, preferably of the medieval, renaissance, or neo-classical period.

Fees

A non-refundable fee of $40 must accompany each new student's application. Upon acceptance, all students must pay a $180 enrollment deposit to be applied to the tuition charges. This deposit guarantees a place in the school, but will be refunded in full provided that students notify the school in writing by May 1, 1992 of their decision to cancel their enrollment. After May 1st and until registration at the summer session, students who cancel will lose the enrollment fee, but receive a refund for any other payments

made. Other refunds are subject to the schedule published in the *Language Schools Handbook* mailed to enrolled students in May.

The extra course fee for the six week session is $815. (Permission to register for a fourth unit of credit must be requested in writing before the beginning of the session.)

Application and Admission

Students apply for admission to the seven-week intensive language program, to the junior year program in Paris, to one of the graduate degree programs on the Middlebury campus, or to the graduate program on the Middlebury campus followed by the academic year in Paris.

Students at the summer sessions must be high school graduates, and we strongly recommend that they have completed at least one year of college-level study. Admission is granted on the basis of academic qualifications and the availability of space.

Final placement in courses is determined by student performance on the tests administered before the start of classes. By applying for admission, a student agrees to accept the placement indicated by the test results.

Applications are processed until the start of the program in June, but as some levels may be fully subscribed by mid-March and abroad programs as early as February, early application is desirable. For more information or an application, contact the French School at:

Sunderland Language Center
Middlebury College
Middlebury, Vermont 05753-6131
(802) 388-3711, ext. 5526

Admission is for one summer only, and admission to one of the Language Schools is entirely separate from admission as an undergraduate to Middlebury College.

Administration, Faculty and Staff

Director: DANIEL JOURLAIT. Professeur, U.E.R. pour Etudiants Etrangers, Université d'Aix-Marseille III. D.E.S., C.A.P.E.S. de lettres modernes. Doctorat, Université de Paris IV-Sorbonne.

Dean: MIREILLE BARBAUD-MCWILLIAMS. Visiting Assistant Professor of French, Middlebury College, Doctorat de 3e cycle, Université de Paris X-Nanterre.

(After July 1) CATHERINE LEGOUIS. Assistant Professor, Mount Holyoke College. Ph.D., Comparative Literature, Yale University.

Faculty

DOMINIQUE AGOSTINI. Maître de conférences, Université de Paris-Créteil (I.U.T.). Ancien élève de l'Ecole Normale Supérieure (Saint-Cloud). Doctorat de 3e cycle. Agrégation de sciences sociales.

FRANÇOISE AUTRAND. Professeur à l'Ecole Normale Supérieure, ancienne élève de l'Ecole Normale Supérieure de Jeunes Filles, agrégée de l'Université, Docteur ès-Lettres.

MICHEL AUTRAND. Professeur à l'Université de Paris-Sorbonne IV, ancien élève de l'Ecole Normale Supérieure, agrégé de l'Université, docteur ès-Lettres.

ISABELLE AVON. Assistante à l'Institut d'Etudes Françaises pour Etudiants Etrangers, Aix-en-Provence, D.E.A. de linguistique, Université de Provence.

CLAUDE BEAUCLAIR. Comédien. Metteur-en-scène. Directeur, Compagnie Inter-Europe-Spectacle (Paris).

GEORGES BERUBE. Associate Professor, Atkinson College, York University (Toronto). Ph.D., Université de Laval.

JEAN REMY BURE. Professeur de communication et de français des affaires à l'Ecole de Commerce de la Chambre de Commerce et d'Industrie de Paris, Maîtrise de Lettres Modernes de Paris III, Diplôme de l'Ecole Nationale des Langues Orientales Vivantes de Paris.

MARIE-MADELEINE CHARLIER. Lecturer, Middlebury College School in France, and Columbia University in Paris. M.A., McGill University. D.E.A., Université de Paris I.

JACQUES COTNAM. Professor, York University (Toronto). Ph.D., Université de Laval.

DANIELLE DELTEL. Maître de conférences à l'Université de Parix-X Nanterre, Agrégée de Lettres Classiques.

ALINE GERMAIN-RUTHERFORD. Lecturer, Trent University. D. E. A. de linguistique, Université d'Aix-en-Provence.

SIMONE GHORAYEB. Lecturer, York University (Toronto). M.A., McGill University.

JEAN-PIERRE GOLDENSTEIN. Maître de conférences, Université de Paris III-Sorbonne Nouvelle. Doctorat de 3e cycle.

CATHERINE GOLDENSTEIN. Professeur au Lycée Montaigne, C.A.P.E.S. d'anglais.

ELISABETH GUIMBRETIERE. Maître de conférences, Université de Paris III-Sorbonne Nouvelle. Doctorat de 3e cycle.

GERARD GRUNBERG. Directeur de recherches au C.N.R.S. et à la Fondation des Sciences Politiques de Paris.

PIERRE HAILLET. Lecturer, St. Michael's College, University of Toronto. Maîtrise de linguistique française, Université de Paris III-Sorbonne Nouvelle.

GENEVIEVE IDT. Maître de conférences, Université de Paris X-Nanterre. Ancienne élève de l'Ecole Normale Supérieure (Sèvres). Agrégation de lettres classiques.

DANIELE ISSA-SAYEGH. Lecturer, Saint Michael's College, University of Toronto, D.E.A. d'anglais, Université de Nice. Diplôme de traducteur, Université de Toronto.

RAYMOND JEAN. Professeur émérite à l'Université d'Aix-Marseille I. Docteur ès-Lettres, Ecrivain.

MICHELLE LANVIN. Maître de conférences, Université de Montpellier III-Paul Valéry. Doctorat de 3e cycle.

ELIZABETH LASSERRE. M.A., Université de Bordeaux. Maîtrise de linguistique, Université de Toronto.

ROGER LAUVERJAT. Maître de conférences de littératures comparées, Université de Perpignan, et Institut pour Etudiants Etrangers, Université de Montpellier. Agrégation de lettres modernes.

CATHERINE LEGOUIS. Assistant Professor, Mount Holyoke College. Ph.D., Comparative Literature, Yale University.

FREDERIC LIMARE. Ancien élève de l'E.N.S. Ecole des Hautes Etudes en Sciences Sociales. Agrégation d'anglais.

MARGUERITE MAHLER. Assistant Professor, Framingham College. Ph.D., University of Florida.

MAGUY MARTINS. Professeur à L'Institut d'Etudes Françaises pour Etudiants Etrangers, Université d'Aix-Marseille III, C.A.P.E.S. de lettres modernes.

FRANÇOISE MOJERET. Comédienne, Compagnie Inter-Europe-Spectacle.

MAURICE MOURIER. Maître de conférences, Université de Paris X-Nanterre. Agrégation de lettres classiques.

PASCALINE MOURIER-CASILE. Professeur, Université de Poitiers. Doctorat-ès-lettres.

RAPHAELLE NICOLAS. Maîtrise de français langue étrangère, Université de Paris X-Nanterre.

LAURENT PATENOTTE. Instructor, Phillips Exeter Academy, M.A. University of Michigan.

DANIEL PERRAMOND. Assistant Professor, James Madison University. D.E.A. de didactique des langues étrangères, Université de Paris III. Ph.D., Ohio State University.

MARY PERRAMOND. Assistant-Professeur, James Madison Univesity. D.M.L. Middlebury College.

ANDRE PETITJEAN. Professeur à l'Université de Metz, Docteur-ès-Lettres.

LOUIS PORCHER. Professeur, Université de Paris III. Ancien élève de l'Ecole Normale Supérieure (Saint-Cloud). Agrégé de philosophie, Doctorat-ès-lettres.

MAGUY POTHIER. Attachée d'enseignement et de recherches, département de linguistique, Université Blaise Pascal, Clermont-Ferrand II, Doctorat de didactique des langues et des cultures.

JEAN-PHILIPPE RAVOUX. Professeur de philosphie, Lycée Paul Cézanne, (Aix-en-Provence), C.A.P.E.S. de philosophie, chargé de cours à la Faculté d'Aix-en-Provence I et à Vanderbilt-in-France.

PIERRE-MARC RENAUDEAU. Maître de conférences, Institut d'Etudes Politiques. Ancien élève de l'Ecole Normale Supérieure (Saint-Cloud). Diplôme de l'I.E.P. Agrégation d'histoire. D.E.A. de sciences politiques.

CHARLES SALA. Maître de conférences, Université de Paris X-Nanterre. Doctorat de 3e cycle.

PIERRE SOUQUE. Professeur d'anglais, Université de Toulouse 1. C.A.P.E.S. d'anglais.

GUY SPIELMANN. Assistant Professor, Marquette-Northern Michigan University. Maîtrise, Université d'Aix-Marseille I. M.A., Vanderbilt University.

CHRISTINE VALERO. Lecturer, Columbia University in Paris. C.A.P.E.S. de lettres modernes.

ANNICK VAUTHIER-VAN DEN BULCKE. Lectrice de français, Residential College, Univerity of Michigan, C.A.P.E.S. d'anglais.

FREDERIC VAUTHIER. Lecteur de français, Département de langues romanes, Univeristy of Michigan, D.E. A., C.A.P.E.S. d'anglais.

BONNIE WOOLEY. M. A. Middlebury, Directrice du Choeur et responsable des activités musicales de l'Ecole d'Eté.

Administrative Staff

CATHY EKSTROM. Administrative Secretary.

CATHERINE GOLDENSTEIN. Theater Assistant.

CLAIRE H.D. JOURLAIT. Assistant to the Director.

ALLISON MELSON. Bilingual Secretary.

MARC PERRAMOND. Office Assistant.

SOPHIE SPRECHT-WALSH. Bilingual Secretary.

Course Offerings

Intensive Language Courses

Students registered in the intensive language courses (seven-week session) are enrolled in courses 101 to 499 according to their level of proficiency as determined by placement tests administered at the beginning of the session. Daily activities normally include four hours of classroom instruction plus additional work in the language laboratory. The normal course of study carries three units (the equivalent of nine semester-hour credits). Courses numbered 101 to 499 begin on Monday, June 29 at 8:00 a.m.

Schedules, texts and staffing are subject to change.

101-102-103 Beginning French

Coordinator: Guy Spielmann.
Raphaëlle Nicolas

Méthode de Français is designed as a complete approach to the French language, encompassing not only listening and speaking abilities, but also reading and writing skills. The author's concern with authenticity accounts for the use of idiomatic expressions (ranging from the colloquial to the literary) and constant references to French civilization through the story of two characters. The "method" is audio-visual, relying on the use of videos and tapes, with daily work at the lab, but, though it emphasizes oral and global comprehension, each lesson offers a set of grammar drills and exercises and is carefully structured to allow for full systematic practice of the four skills, so that students are able to handle any kind of situation by the end of the seven weeks. (3 units)

201-201-203 Early Intermediate French

Coordinator: Catherine LeGouis.
Christine Valéro

Continuation of 101-102-103. Active and systematic review of grammatical structures and problems. Accelerated method using video. Greater emphasis will be placed on reading and writing. At the end of this course students should be able to read a contemporary text of moderate difficulty, and to express their opinions about it in phonetically accurate French and short critical papers. Depending on student preparation and performance, this course corresponds to the second and third semester of French. (3 units)

211-212-213 Intermediate French

Coordinator: Laurent Pattenote.
Marie-Madeleine Charlier, Frédéric Vauthier

This course is intended for students whose study of first-year French is recent and who wish to continue their study and perfect their skills. It includes active and system-

atic review of grammatical structures and problems, oral comprehension and production, and a greater emphasis on reading and writing. Depending on student preparation and performance, the entry level for this course corresponds to the third semester of college level French.
(3 units)

300 and 400 Level - Advanced French

At the advanced level, students are assigned to sections and levels according to their performance on the placement tests given at the beginning of the session. The program is organized by specific skills: oral comprehension, oral production, composition, and structures of French grammar. Each skill involves one hour of class a day, plus outside work in the language laboratory or small drill and correction sections.

The 300 level courses are for students who are ready to enter the fifth or sixth semester, or third year of college French, depending on the individual. The 400 level courses correspond to the fourth year, in both language skills and content.

301/401 Oral Comprehension
Coordinateur:Pierre Souque.
Simone Ghorayeb

These courses are designed to introduce students to authentic, unrehearsed material recorded in France. Emphasis will be placed on developing competence in listening skills in direct relation to everyday situations in a francophone culture. Both standard and regional accents will therefore be reviewed with the aim of understanding the people of contemporary France. Regular work assignments together with supplementary materials used both in class and in the language lab will help familiarize the student with a wide range of real-life conversations, and will include the study of idiomatic spoken French. Students will be placed in 301 or 401 depending on placement test results.
(.5 units)

302/402 Oral Production Coordinateur: Maguy Pothier.
Annick Vauthier

The aim of these courses is to develop and improve students' ability to express themselves in correct standard French in given situations, without neglecting idiomatic aspects of the language or *le français comme on le parle*. Though the composition of classes may be different from that in 301/401, the course will be based on the same premises and materials. Students will be placed in 302 or 402 depending on placement test results.

303 French Grammar
Marguerite Mahler, Mary Perramond

This course is intended for students who have a basic familiarity with the French language, who generally know the most frequent forms and structures but who are still insecure in using them, especially in writing. A thorough review of grammar will be presented, with emphasis on points that offer most difficulties to speakers of English. Students will gain a sense of the architecture of the language, how different parts are related and function together, and how one chooses to articulate those different elements to express a meaning. (1 unit)

311 Composition Danièle Issa-Sayegh

This course is devoted to the acquisition of writing skills. A great variety of exercises will lead the student through different types of writing, such as descriptive, narrative and argumentative prose, as well as "personal diary" style. An emphasis will be placed on the study of vocabulary, grammatical structures and textual articulation. Regular work assignments will help the student in developing his/her abilities in written expression. (1 unit)

411 Grammar and Composition Pierre Haillet

This course aims at strengthening and developing the student's competence in written expression. A systematic review of complex linguistic structures of modern French will be offered. The mastery of grammar and vocabulary will be acquired through intensive practice of a variety of exercises. Regular work assignments will consist of writing short pieces of descriptive narrative and argumentative prose, as well as a "personal diary". The ultimate goal of this course is the mastery of correct, logical and well-articulated expository prose, as well as the proper expression of reasoning. (1 unit)

Students who perform particularly well on the placement test will be allowed to enroll in **one** of the following courses:

423 Introduction to Structural Linguistics Pierre Haillet

The aim of this course is to familiarize the student with the main concepts of structural linguistics and their application to grammatical and textual analysis. Some applications of linguistic analysis in the area of studying/teaching French as a foreign language will be discussed. Structures of modern French as a means of communication will be studied at various levels of analysis, and the most important theories in the areas of general linguistics, phonology, morphology, syntax, semantics and pragmatics will be reviewed. A systematic practice of exercises will help the student in acquiring the mastery of the techniques of linguistic analysis.

Text: Renée Baligand, Part Bhatt, Pierre Léon, *Structure du français moderne* (Canadian Scholars Press Inc.).

455 L'Existentialisme Jean-Philippe Ravoux

L'existentialisme n'est pas une philosophie inaugurée au XIXème siècle (Kierkegaard) et devenue populaire au XXème siècle (Heidegger, Jaspers, Sartre). Il n'est pas non plus le fait de philosophes se déclarant existentialistes.

L'existentialisme est une conception éthique de la philosophie, une réflexion centrée sur l'homme conçu comme n'étant pas donné tout fait et orientée vers les questions d'ordre moral ou politique plutôt que métaphysique ou épistémologique.

Il s'agit d'analyser les concepts majeurs, caractéristiques des philosophies existentialistes, avec lesquels il est possible de penser l'invention de l'homme.

Graduate Program of Studies

To be eligible for acceptance to the six-week session, applicants are normally expected to have a B.A. degree with a major in French or equivalent course work in French, and a grade average of B or better. In addition to students preparing Middlebury's M.A., M.M.L., or D.M.L. degree, the French School welcomes each summer 'non-degree' students (i.e. candidates for degrees at other institutions, or individuals who want to take advanced courses in French).

New students enrolled in the graduate session must take a written language test before they register. According to their performance, they may be placed in one of the following: 511 (*Grammaire et composition*) or 611 (*Composition avancée*). After the written language test, new students will have an interview with a phonetics instructor. According to results of the interview, the student will be placed in 505 (*Production orale*) or exempted from a phonetics course. In the latter case, he/she will take the proficiency test required for the M.A. degree during the 3rd, 4th, or 5th week of the session. New students may register only when they have received the results of the written language test and of the phonetics interview.

A normal load is three courses (nine semester hours) selected in consultation with the Director or Dean. Permission to take an extra course is granted only exceptionally by the Dean of the French School, and must be requested in writing before the start of the session. Some students may be required to take one or more courses at a lower level for undergraduate credit before beginning a full load of graduate work.

Two types of courses are offered in the graduate program: 1) foundation courses which are designed to provide students with the linguistic, cultural and literary skills needed for further study; 2) specialized courses which allow the student to build on this foundation and acquire broader and more sophisticated knowledge. Courses of the first type are a permanent part of the program and are offered each summer. The more specialized courses change each year depending on the faculty and their specialities, allowing for a variety of subjects and approaches.

Courses at the 500, 600 and 700 levels are essentially for students preparing for the Master of Arts degree. They are also open to highly qualified undergraduates who have scored well on the placement test and are judged capable of doing work at the graduate level. The numbering of graduate courses is arranged to indicate level of difficulty. Beginning graduate students normally take 500 level courses, while 700 level seminars are usually for finishing M.A. candidates. The 800 level courses are mainly for doctoral candidates or highly qualified master's candidates. 900 level courses are for D.M.L. candidates only. Each course carries one unit of graduate credit unless otherwise indicated. The normal course of study during a summer session is three units. Graduate courses begin on Thursday, July 2nd.

M.A. Degree Requirements

Candidacy for the M.A. degree is confirmed upon successful completion of a six-week summer session at the Middlebury French School. To receive the M.A. degree the student must complete a total of twelve units. These may be obtained in a series of summer sessions on the Vermont campus, or by taking three units during a summer session and completing the requirements during a full academic year in Paris.

A maximum of three units may be transferred from other graduate programs following approval by the Dean

of the French School. Two units earned at Middlebury's two-week seminars may be applied to the degree. The combined total of seminar and transfer credits may not exceed three. N.B. Courses taken at other institutions and proposed for transfer toward the Middlebury M.A. degree must have been taken after admission to candidacy, at the end of the first summer session.

Distribution requirements for those students choosing to earn their degrees on the Middlebury campus:
a) one unit in advanced composition (611 or the equivalent);
b) certificate of competency or proficiency in phonetics;
c) two units in civilization;
d) three units in literature.

Distribution requirements for those students choosing to earn their degree in Paris after a summer on the Middlebury campus:
a) one unit in advanced composition (611 or the equivalent);
b) certificate of competency or proficiency in phonetics;
c) two units in civilization;
d) two units in literature (including 591 or the equivalent);
e) *mémoire* (worth two units).

I. Cours de Langue

A. Production orale

505 Production orale
Coordonnateur: Aline Germain-Rutherford.
Michelle Lanvin, Elizabeth Lasserre, Raphaëlle Nicolas

L'objectif de ce cours est de développer la perception auditive et les capacités d'expression orale de l'étudiant pour lui permettre de COMMUNIQUER plus facilement et effectivement en français. L'accent sera mis à la fois sur la prononciation (phonèmes, rythme, intonation) et sur la compréhension et l'expression orale à travers des exercices de discrimination auditive, de répétition et de simulation de situations de communication. La progression de chaque unité du cours ira d'une expression orale très dirigée d'un point de vue phonétique, vers une expression plus libre et spontanée à l'intérieur de situations de communication variées.

Textes: Francine Cicurel, Elisabeth Pedoya, Rémy Porquier, *Communiquer en français* (Hatier International, 1987); Elisabeth Pedoya, Massia Kaneman, *Au plaisir des sons* (Hatier International, 1988).

B. Grammaire et composition

511 Grammaire et composition
Coordonnateur: Dany Perramond.
Maguy Martins, Isabelle Avon

Par placement. Sections limitées à quinze étudiants. Ce cours offre une revue systématique des points de grammaire fondamentaux, en particulier du système verbal et de

l'application pratique des règles au niveau de la phrase et de son intégration dans le paragraphe.

611 Composition avancée
Coordonnateur: Dany Perramond.
Isabelle Avon, Frédéric Limare

Ce cours est obligatoire pour la maîtrise. Il donne aux étudiants le moyen d'utiliser des structures grammaticales complexes. On accordera une attention particulière à l'étude des niveaux de langue.

618 Traduction Frédéric Limare
Prerequisite: 611

Ce cours s'efforcera, par la traduction de textes contemporains, d'aider les étudiants: 1) à approfondir leur connaissance de la langue française par un travail rigoureux d'enrichissement du vocabulaire, des expressions idiomatiques et de la syntaxe; 2) à commencer à prendre conscience des caractéristiques spécifiques de chacune des deux langues. Les étudiants devront avoir à leur disposition un bon dictionnaire bilingue (Collins & Robert, par exemple) et un bon dictionnaire unilingue (Le Petit Robert).

619 Français des affaires Jean Rémy Bure

Ce cours a pour objectifs l'initiation aux fonctions administratives et commerciales de l'entreprise, et de la sensibilisation à la mentalité française à travers la vie professionnelle.

Les étudiants pourront se familiariser avec la communication d'entreprise: présentation, prise de contact téléphonique, entretien d'embauche, Curriculum Vitae et lettre de candidature, correspondance commerciale. Ils prendront aussi connaissance des étapes de la commercialisation d'un produit: lancement, publicité, offre et commande, moyens de paiement, distribution. Par ailleurs, une approche des spécificités d'un négociateur français sera proposée.

Les méthodes d'enseignement, orales et écrites, seront fondées sur la participation active des étudiants: jeux de rôles et exercices audio-visuels. La mise en situation concrète, l'utilisation de documents authentiques et la pratique d'un manuel de Français des Affaires accompagné de cassettes.

C. Atelier de théâtre

508 Atelier de théâtre Françoise Mojeret

Cet atelier est destiné aux étudiants désirant améliorer leur capacité orale tout en étendant leur connaissance du théâtre français. Il est particulièrement utile pour les étudiants se destinant à l'enseignement puisqu'il permet de gagner de l'assurance en apprenant à allier parole et comportement.

Le cours appliquera les techniques théâtrales de la méthode de Georges LeRoy, professeur au Conservatoire

national d'art dramatique de Paris, c'est-à-dire, articulation, respiration, pose de la voix, scènes du théâtre classique et contemporain jouées à deux ou à plusieurs, improvisations.

Deux vidéos seront réalisées au cours de la session permettant un travail autocritique.

Les étudiants de l'atelier participeront à un ou plusieurs spectacles dirigés par Claude Beauclair.

II. Linguistique

624 Introduction à la linguistique française: Les typologies textuelles André Petitjean

Savoir lire ou écrire des textes, qu'ils soient fonctionnels ou fictionnels, présuppose, entre autres compétences, une connaissance de leurs formes d'organisation.

Le but de ce cours est donc d'analyser *linguistiquement* les modes de construction des textes, par l'intermédiaire d'une étude des différentes typologies textuelles: typologie *énonciative* (rapports entre l'énonciateur et son texte), typologie *communicationnelle* (intention de communication et/ou acte de langage et production du texte), *typologie textualiste* (formes d'organisation textuelle telles que l'argumentatif, le narratif, le descriptif, l'explicatif...).

On travaillera sur des textes aussi variés que des articles de presse, des messages publicitaires, des extraits de fiction...

Textes: J.M. Adam, *Eléments de linguistique textuelle* (Mardaga, 1990, Liège); A. Petitjean "Les typologies textuelles", *Pratiques No* 62 (Juin 1989, Metz)

626 L'Ecriture théâtrale André Petitjean

Genre qui appartient à la fiction, le théâtre a pour spécificité de posséder une double écriture: *dramatique et scénique.*

Le but de ce cours est d'étudier, à l'aide de la linguistique et de la sémiotique, ces deux écritures: [1] l'écriture dramatique — il s'agira d'analyser (a) les conversations entre les personnages, (b) les différents types d'indications scéniques ou didascalies, (c) l'intrigue ou la fable (types de personnages, formes des histoires...) [2] l'écriture scénique — il s'agira d'étudier comment l'on passe d'un texte dialogué écrit à sa mise en scène (jeu des acteurs, mise en espace, étude des décors...).

On travaillera aussi bien sur des textes classiques (Molière, Racine, Corneille...) que sur des textes contemporains (Beckett, Ionesco, Koltès...).

On fera une information sur les grands courants de la mise en scène contemporaine.

Textes: J.P. Ryngaert, *Introduction à l'analyse du théâtre* (Bordas, 1991); A. Petitjean, "La conversation au théâtre", *Pratiques No 41* (Mars 1984).

III. Civilisation

530 La France contemporaine Dominique Agostini

Ce cours décrira les aspects géographiques, historiques, économiques et institutionnels de la France actuelle. Il s'agira de comprendre à la fois les permanences de la société française et les facteurs qui à l'aube de l'ouverture du grand marché européen de 1992 transforment l'économie et la culture française. On cherchera donc à présenter ici un vaste tableau synoptique de la réalité française.

546 Paris au pluriel et au quotidien Charles Sala

Ce cours se propose d'aborder la réalité actuelle de Paris, sans la séparer de son passé ni de son héritage. Le travail sera basé sur de nombreuses projections. Tout d'abord il s'agira d'une mise au point de l'évolution de la ville à travers les âges (architectures, événements, régimes politiques). Ensuite il y aura une alternance entre le quotidien (vie, loisirs, transports) et les traces culturelles (bâtiments et lieux chargés d'un sens particulier, promenades littéraires, Paris secret). Une partie importante du travail sera réservée à l'urbanisme du XIXe siècle (Second Empire) et aux transformations actuelles: Défense, Gare de Lyon, Beaubourg, Palais d'Orsay, les Halles, etc. Une partie terminale sera consacrée à l'image de la ville dans la peinture du XVe siècle à nos jours ainsi qu'aux photos de Paris au XIXe et au XXe siècles.

636 L'Ecole en France Louis Porcher

Le système scolaire français est en pleine tranformation: Modification de l'enseignement primaire, changements au baccalauréat, création des Instituts de Formation des Maîtres (I.U.F.M.); transformation des universités, en donnent quelques exemples. Le cours sera centré sur 5 points majeurs:

- les mutations du système éducatif
- l'école et les entreprises
- l'école et l'Europe

- l'école et les langues vivantes
- l'école et l'opinion publique française

Textes: Antoine Prost, *Eloge des pédagogues,* (Editions du Seuil 1990, Coll. "Points")

649 L'Américanité dans le Québec contemporain
Georges Berubé, Jacques Cotnam

A travers une série de textes littéraires et d'autres documents (P. ex. conférences, films, etc.), ce cours va tenter de cerner le concept de l'américanité et son rôle dans l'élaboration de la nouvelle identité québécoise. Concept polymorphe et variable, fortement marqué par l'économie, l'histoire et la politique entre autres, nous l'abordons par le biais de la notion d'appartenance au pays (Nouvelle-France, Canada), celle d'exil et de dépossession (Etats-Unis) et finalement celle de l'émergence du nouvel Homme québécois qui intègre son histoire et son espace vital sur le continent nord-américain.

Textes: Victor-Lévy Beaulieu, *Jack Kérouac* (Editions du Jour);Jacques Poulin, *Volkswagen Blues* (Québec/Amérique); Jacques Godbout, *Salut Galarneau!* (Seuil); Yves Beauchemin, *Le Matou* (Québec/Amérique)

652 La Communauté économique européenne (C.E.E.) et le monde
Dominique Agostini

A mesure que l'échéance de 1993 se rapproche les interrogations grandissent. A cette date les individus, les capitaux et les marchandises circuleront librement. La C.E.E. sera un monde de 340 millions d'habitants contrôlant 39% des exportations mondiales. Le monde n'évoluera-t-il pas alors vers une division en trois blocs: Etats-Unis, Japon, et C.E.E., qui se livreront à une guerre commerciale? Dans ce partage le tiers monde ne sera-t-il pas oublié? La C.E.E. pourra-t-elle dépasser sa vocation commerciale et devenir une vraie puissance politique et culturelle capable après l'écroulement du bloc soviétique de jouer un rôle stabilisateur sur le continent.

Bref les questions ne manquent pas. Le cours se propose de tirer les conséquences politiques, économiques et culturelles de l 'entrée de la C.E.E. dans l'âge adulte, sur les grands équilibres mondiaux.

657 La formation des paysages de la France
Pierre Marc Renaudeau

S'interroger sur la constitution, la disposition et l'évolution actuelle des paysages de la France, c'est faire appel à l'histoire, à la géographie et à la politique d'aménagement du territoire. Apprendre à lire le territoire français, c'est aussi en cerner l'identité géographique et comprendre la sensibilité de ses habitants à l'environnement: la notion de paysage apparaît au siècle des Lumières, l'idée de région au 19ème siècle. Restituer l'archéologie de ce "construit", qui doit tant à Paris et au politique, tout en proposant un abécédaire visuel de la France d'aujourd'hui, telle est à la fois l'ambition et la simplicité de ce projet.

729 La V République sous la présidence de François Mitterand
Pierre Marc Renaudeau

En tout état de cause ce cours ne peut pas prétendre être un bilan définitif ni exhaustif mais bien plutôt une réflexion sur l'évolution de la France et des Français durant 10 ans de politique intérieure dominée par la figure de F. Mitterand. Toutefois il convient de redonner aux évenements leur rythme depuis le 10 mai 1981, de resituer l'action gouvernementale pour rendre compte des inflexions successives afin de comprendre le passage de l'espoir d'une révolution recommencée à une vie politique démocratique banalisée. Le texte, l'image et des études de détail sur le vocabulaire et l'humour politique viendront illustrer le propos. Une réflexion sur la spécificité de la politique en France et sur les problèmes qui préoccupent ses citoyens tentera de proposer un fil conducteur explicatif.

731 La Civilisation française au Moyen Age
Françoise Autrand

Ce cours vise à mettre en lumière les origines médiévales de la France d'aujourd'hui. Du XIème au XVème siècle, se sont mis en place des cadres matériels (paysages, routes, réseaux de villes), politiques (la centralisation parisienne), des tendances intellectuelles et religieuses dont beaucoup restent encore en vie, comme restent debout les cathédrales, les abbayes et les châteaux, chefs d'œuvre de l'art roman et de l'art gothique.

Textes: Michel Mollat, *Genèse médiévale de la France moderne, "Points Histoire"* (le Seuil 1977); Georges Duby, *Histoire de France le Moyen Age (987-1460)* (Larousse, 1988). (2 heures par jour, 1-23 juillet)

IV. Littérature

591 Analyse textuelle Coordonnateur: Roger Lauverjat; Danielle Deltel, Jean-Pierre Goldenstein, Genevieve Idt, Maurice Mourier.
Obligatoire pour les étudiants allant à Paris.

Ce cours vise à donner aux étudiants une méthode qui leur permette de résoudre les problèmes divers (historiques, philosophiques, esthétiques) qu'ils auront à se poser lorsqu'ils analyseront un texte littéraire. C'est donc une introduction aux différents types de discours critiques (linguistique, structural, stylistique, psychanalytique) et à la description et l'interprétation de l'œuvre littéraire.

561 La Littérature pour la jeunesse aujourd'hui, 1992
Geneviève Idt

"Je n'écris pas pour les enfants. J'écris de mon mieux. Et quand j'approche mon idéal, j'écris assez bien pour que les enfants aussi puissent me lire" (Michel Tournier). A travers quelques ouvrages, nombreux mais courts et de lecture facile, choisis en raison de leur succès auprès des jeunes lecteurs français d'âges différents, nous étudierons

les principales tendances de la littérature que les éditeurs leur destinent aujourd'hui, le renouvellement des contes et récits mythiques, l'effet de naturel et l'humour dans les "livres-miroirs", l'originalité des énigmes policières, la brutalité des témoignages sur le monde, les recherches langagières en poésie.

Textes: Goscinny et Sempé, *Le Petit Nicolas* (Gallimard, "Folio"; Pierre Gripari, *La sorcière de la rue Mouffetard et autres contes de la rue Broca* (Gallimard "Folio-Junior); Michel Tournier, *Vendredi ou la vie sauvage* (Flammarion-Père Castor - Castor Poche); *Demain dès l'aube...Les cent plus beaux poèmes pour la jeunesse, choisis par les poètes d'aujourd'hui* (Le Livre de Poche)

660 Le Roman africain francophone Danielle Deltel

L'essor du roman africain francophone date des années cinquante, et actuellement, le roman est devenu le genre dominant dans le champ littéraire africain. L'étude de trois œuvres représentatives, désormais classiques, permettra de marquer les étapes de cette production romanesque: de la protestation anti-coloniale à une dénonciation des nouveaux pouvoirs de l'Afrique indépendante, d'une écriture réaliste à de nouvelles formes narratives. Le cours s'attachera à montrer comment, par un travail sur la langue, par le recours aux modèles de la tradition orale, par l'humour, les romanciers, à travers des textes écrits en français, font entendre une voix africaine.

Textes: Ferdinand Oyono, *Le Vieux Nègre et la médaille* (10/18); Ahmadou Kourouma, *Les Soleils des indépendances*, (Seuil, "Points"); Henri Lopes, *Le Pleurer-rire*, (Présence africaine).

661 Guy de MAUPASSANT: Art du récit/Figures de l'imaginaire Pascaline Mourier-Casile

En prenant appui sur un roman et deux regroupements de contes et nouvelles (appartenant à des recueils différents mais réunis en fonction de deux thématiques, celle de la guerre et celle de la "fille"), ce cours propose une double approche - complémentaire - de l'œuvre de Maupassant. Une étude formelle dégagera les caractéristiques d'une poétique narrative qui se réclame explicitement du "réalisme". Une étude thématique mettra en lumière quelques figures récurrentes - voire obsédantes - d'un imaginaire et les fantasmes qui le structurent.

Textes: Maupassant, *Pierre et Jean* (Lire et Voir les Classiques, PRESSE POCKET); Maupassant, *Boule de Suif et autres récits de guerre* (Lire et Voir les Classiques, PRESSE POCKET); Maupassant, *La Maison Tellier et autres histoires de femmes galantes* (Lire et Voir les Classiques, PRESSE POCKET).

667 Le Poème en prose, d'Aloÿsius Bertrand à Henri Michaux Maurice Mourier

Créé par Aloÿsius Bertrand dès la première moitié du XIXe siècle, le poème en prose est un genre particulier, bien qu'il soit malaisément définissable. On essayera de repérer

avec soin les caractères de ce type de forme courte à sa naissance, et d'en suivre les avatars depuis Baudelaire, qui l'a véritablement fait découvrir au public, jusqu'à la poésie contemporaine, où il s'est imposé partout, faisant concurrence au poème traditionnel, en vers réguliers ou libres.

Textes: Baudelaire, *Petits poèmes en prose* (Poésie Gallimard); Max Jacob, *Le cornet à dés* (Poésie Gallimard); Henri Michaux, *Epreuves, exorcismes* (Poésie Gallimard).

759 L'Amérique et la scène française Michel Autrand

Ce cours se propose d'étudier le rêve américain dans le théâtre français de 1850 à nos jours: quelle image la scène française a-t-elle proposée et véhiculée des Etats-Unis et de l'Amérique, et, du point de vue technique, quelles formes dramaturgiques ont tenté d'en rendre compte? L'examen de ce double problème sociologique et dramaturgique prendra appui sur trois pièces.

Textes: Villiers de l'Isle-Adam, *Le Nouveau monde* : Claudel, *L'Echange*; Claudel, *Le livre de Christophe Colomb*. (2 heures par jour, 1-23 juillet)

760 Epistémologie et philosophie politique Jean-Philippe Ravoux

Les philosophes qui obtiennent des succès populaires ou médiatiques sont rarement des philosophes dont la pensée compte.

Par conséquent il s'agira de parler de trois philosophes peu ou mal connus, dont l'œuvre est centrée sur des questions épistémologiques ou politiques.

1) A côté de K. Popper, Lakates, Feyeraband et bien d'autres il y a G. Bachelard dont la pensée interroge la formation des métaphores qui génèrent les concepts scientifiques.

2) Plutôt que d'analyser les institutions ou d'élaborer des utopies, il faut comprendre les mécanismes du pouvoir et le développement de la violence afin de constituer des sociétés justes et libres. Il s'agira d'examiner les jeux de pouvoir à travers l'œuvre de M. Foucault et de celles de ses auteurs de référence, J. Bentham et E. de la Boétie; et les manifestations de la violence à partir de l'œuvre de S. Weil.

770 RIMBAUD ou l'éclat d'un météore Pascaline Mourier-Casile

Après Baudelaire et parallèlement à Mallarmé, Rimbaud a ouvert une des voies majeures de la modernité poétique. Avec la vie et l'œuvre fulgurantes (i.e.: éblouissantes et brèves) de cet adolescent génial, la poésie cesse d'être un moyen d'expression pour tenter un **changement** radical du langage, de la vie et du monde. Pour "être résolument moderne", dit Rimbaud, le poète doit, par une pratique systématique du "dérèglement de tous les sens", chercher à "se faire **voyant**" et, du même mouvement, "trouver une langue" capable de dire et de transmettre ses "visions".

Ce cours propose, après avoir dégagé la trajectoire du "météore" rimbaldien (des premiers essais poétiques à

l'inexplicable "silence"), une lecture de l'ensemble de l'œuvre poétique, de *Poésies* à *Illuminations*, et, par delà le "mythe de Rimbaud", s'interroge sur l'influence de cette œuvre sur la poésie moderne.

Textes: Rimbaud, *Oeuvres (Des Ardennes au Désert)* (Lire et Voir les Classiques, PRESSE POCKET).

IV. Didactique/Pédagogie

692 Pédagogie de la phonétique
Aline Germain-Rutherford

Le but de ce cours est de présenter et d'analyser diverses techniques pour enseigner la prononciation dans une classe de langue. Le cours commencera par un survol théorique de la phonétique descriptive du français contemporain. On présentera et pratiquera ensuite différentes méthodes pour repérer et classer les erreurs phonétiques à partir d'enregistrements réels. L'étape suivante sera l'élaboration d'exercices correctifs de prononciation. Enfin on s'interrogera sur la manière d'intégrer ces exercices de phonétique corrective dans un cours de langue.

Texte: Monique Callamand, *Méthodologie de l'enseignement de la prononciation* (Clé International).

697 Enseigner le français aujourd'hui
Elisabeth Guimbretière

Ce cours a pour objectif de mener une réflexion méthodologique sur des méthodes et matériels récents publiés en France afin de permettre aux enseignants de varier leurs techniques pédagogiques et de diversifier les activités dans leur classe.

L'analyse de ces matériels permettra d'aborder successivement la compréhension et l'expression orales, la compréhension et l'expression écrites, les pratiques grammaticales, les jeux et la créativité dans l'apprentissage d'une langue étrangère.

791 Enseignement de la littérature
Jean-Pierre Goldenstein

Ce cours portera sur divers aspects de l'enseignement de la littérature française dans une perspective à la fois théorique (mise à jour des connaissances en matière critique notamment) et pratique (autodocumentation, travail sur le vocabulaire, l'histoire, les références culturelles, conduite de la classe).

Principaux points abordés: Enseigner la littérature? enjeux, outils, méthodes. Interroger la littérature, définir l'objet. Entrées en poésie. Du poème au recueil (l'objet poétique, le texte poétique, la forme poétique, ouverture pour d'autres poèmes, la micro-informatique et la lecture textuelle). Lire les couvertures de romans. Lire les titres de romans (éléments de titrologie, approche empirique, syntaxique, sémantique). Sur le seuil romanesque (ouverture et clôture de romans). Lire un récit complet (Maupassant, *La Petite Roque* : travail sur la langue, recours à l'histoire,

vers une lecture textuelle, lire le non-dit).

Textes: Jean-Pierre Goldenstein, *Entrées en littérature* (Hachette FLE, 1990); Blaise Cendrars, *Du monde entier, poésies complètes* (Gallimard Poésie); Guy de Maupassant, *La Petite Roque* (Livre de Poche).

792 Enseignement de la civilisation Louis Porcher

A quoi sert un enseignement de civilisation? A quels publics s'adresse-t-il? Peut-il être intégré à un cours de langue? Quelles méthodes suivre? Comment élaborer une progression adaptée au public? Comment évaluer les performances des élèves? Sur quels documents s'appuyer pour développer la motivation des élèves? De quels savoirs de base l'élève a-t-il besoin pour comprendre une civilisation étrangère ? Quels exercices proposer en classe? Dans quelle mesure peut-on construire des programmes d'enseignement de la civilisation? Comment éviter le risque des stéréotypes? De quels instruments pédagogiques dispose-t-on pour un enseignement utile?

Telles sont les questions qui seront traitées dans le cours et donneront lieu aux activités proposées aux étudiants. Le cours sera orienté vers la préparation de leçons de langue et civilisation immédiatement utilisables par les étudiants dans leurs propres classes dès la rentrée.

Textes: Louis Porcher, *Manières de classe* (Hatier-Didier).

900 Mémoire de recherche Daniel Jourlait
(réservé aux étudiants en première année de D.M.L.)

Stage D.M.L.: Recherches et méthodes Louis Porcher
(aucune unité accordée)

Deux types d'activités sont proposés pour les étudiants en D.M.L.

Un atelier hebdomadaire au cours duquel les professeurs présents sur le campus feront le point sur l'état des recherches dans le domaine de leur spécialité. Le schéma de chaque séance restera ce qu'il a été en 1990 : un exposé d'une quarantaine de minutes, fait par le ou les intervenant(s) du jour; une discussion collective autour de cet exposé. Au total, environ 100 minutes de travail. Cette activité est ouverte à tous les étudiants gradués qui souhaitent y participer, comme à l'ensemble des enseignants de l'Ecole française et des autres écoles.

Une réunion hebdomadaire, réservée aux étudiants de D.M.L., et qui sera consacrée aux problèmes méthodologiques que l'on rencontre couramment pendant l'élaboration d'un travail de recherche. L'esprit sera donc essentiellement celui d'une aide intellectuelle et d'un conseil.

Dans les deux types d'activités, le coordinateur veillera à un équilibre entre les diverses spécialités présentes dans l'Ecole Française d'été : civilisation, didactique, linguistique, littérature.

The School in France

Headquarters in Paris

The offices of the Middlebury School in France are located in Reid Hall, 4 rue de Chevreuse, 75006 Paris (Telephone: 011-33-1-43-20-70-57), in the Montparnasse district.

Director (1992/93): BETHANY LADIMER, Professor of French, Middlebury College. Ph.D., Columbia University.

Faculty

Courses are taught by faculty members of the University of Paris X-Nanterre, other branches of the University of Paris and various French institutes.

Living Abroad

Middlebury seeks to offer students abroad a blend of structure and independence. The College's role is to oversee the academic aspects of the experience, while students are responsible for their own finances, and their living and travel arrangements. The French School office in Middlebury maintains a list of student residences, rooms, *au pair* arrangements, and other lodgings, and will advise students on securing housing.

Cost

Students pay only tuition to the Middlebury College School in France, since they are responsible for their own travel, room and board. Bills for tuition for full year and both semester programs are due in August. While individual life styles and circumstances, as well as the rate of the dollar, will cause the estimate to vary, the overall cost - including passage but excluding travel while in Europe - should be approximately between $19,000 and $21,000.

Financial Aid

Financial aid from Middlebury College is only available to students earning an undergraduate or graduate Middlebury degree. Non-Middlebury Juniors should apply to their home institutions. Financial aid is first used to cover tuition. If a balance remains to help cover living expenses, it is sent to the School in France in **two** disbursements, half in October and half in February. Students receiving financial aid therefore must be prepared to cover expenses for lodging and travel for the first month or two in France. For further information, see page 9 of this Bulletin and the Financial Aid Information Sheet.

Application and Admission

Applications for the junior year program should be submitted by January 31, because the program is often filled by early February. Completed applications for the graduate program will be acted upon as they are received and until all spaces have been filled, sometimes as early as March. In order to comply with various visa and French university requirements, no applications for admission to the School in France can be accepted after May 15. Contact the School in France, Middlebury College, Middlebury, Vermont 05753-6131, telephone: (802) 388-3711, ext. 5526.

The Junior Year Program

Middlebury's junior year program in Paris is open to students who have completed **two full years of college course work,** with at least a B- average overall and a B average in French. They must also have reached a level of proficiency equivalent to the fifth semester of college French, including one course at a level equivalent to Middlebury's introductory courses in literature or civilization by the end of their fourth college semester. The semester option is open to matriculated Middlebury undergraduates only (see below). Attendance at the French School's seven-week summer session on the Vermont campus prior to attending the School in France has always proved beneficial, though it is not a requirement for acceptance in the junior year program. However, in cases where remedial language work appears necessary or desirable, the Dean reserves the right to make final acceptance conditional on successful completion of the seven-week session. Students accepted to the junior year program are expected to maintain their overall academic average as well as their average in French throughout the term of study preceding their registration in Paris.

Juniors enroll for the full academic year in a program of studies designed both to complement courses taken at the home institution and to form a logical link between sophomore and senior years. Beginning in early September, a preliminary session at Reid Hall offers language work and an introduction to Paris. After the preliminary session, juniors may choose among the course offerings in linguistics, literature, cinema, theater studies, art history, philosophy and economics at the University of Paris X-Nanterre; political science, economics, and international relations at the *Institut d'Etudes Politiques* (entrance by examination); and language, literature and civilization at the Middlebury School in France.

Students majoring in political science, or who have a strong interest in political science, may choose to enroll in a special one-year program of study at the *Institut d'Etudes Politiques* leading to the *Certificat d'Etudes Politiques*. Candidates for acceptance in this program must pass an entrance test which covers language and knowledge of current events. Courses in studio art or music may be available to qualified undergraduates by arrangement. Prior approval by the student's advisor and the Dean of the French School are required.

Semester Option

A limited number of students in Middlebury College's B.A. program may apply to the semester program if the full year is not academically feasible for them. Students applying for the semester option must take FR 230 (Introduction to Contemporary France) or the equivalent. Course choices are limited for semester students, as most French university courses are full-year courses. After the preliminary session, students may take courses in literature, language and civilization at Reid Hall. Semester candidates should note the FR 230 requirement and the requirement to register in one language course while in France. **N.B.**: If applying for a semester option, students must state briefly in writing why they must choose it over the full year: experience has shown that most students benefit much more from the full academic year in France.

Credits

A student's workload must be approved by the Director of the School in France. Because a student's home institution determines the number of credits awarded for work abroad, students should discuss the transfer of credit with their advisors well before they go abroad. Middlebury College considers a semester or academic year abroad equivalent to a semester or academic year in the U.S. Students in the full-year program earn the equivalent of nine Middlebury College course units; Middlebury undergraduates in the semester program earn five units.

The Graduate Program

After successfully completing three courses (three units) at the summer session of the French School on the Vermont campus, M.A. degree candidates begin the academic year in France. (Students will not be allowed to attend the School in France if their conduct or academic performance during the summer is judged unsatisfactory.) During a special preliminary session (worth one unit of credit) offered by the Middlebury School in France in September and October, students are enrolled in two seminars designed to prepare them for advanced university work and to introduce them to the methods and subject areas of the *mémoire*, a short thesis required of all candidates for the M.A. degree.

During the academic year following the preliminary session, graduate students earn the remaining eight units toward the twelve required for their degree. In addition to the *mémoire* (worth two units of credit), six units of course work are chosen from the areas of French language, phonetics, literature, culture and civilization, and business French. Courses may be taken as follows: linguistics, French literature, cinema, theater studies, art history, and Francophone studies at the University of Paris X-Nanterre; advanced language practice, civilization and literature at the Middlebury School in France (Reid Hall); and the French business context at the *Ecole Commerciale de la Chambre de Commerce et d'Industrie de Paris* .

Courses

The following courses have been available in recent years:

*Courses open to graduate students only.
+Courses open to undergraduate students only.
(No symbol means open to both graduate and undergraduate students.)

Preliminary Session

Courses for Undergraduates
Language
Introduction to Paris

Seminars for graduates
Histoire des idées dans la littérature du XXe siècle
La femme dans le roman français du XIXe siècle
Ecritures poétiques contemporaines
L'école en France: de l'école maternelle à l'université
Les partis dans le système politique français
La presse écrite en France
Paris au singulier et au pluriel

Université de Paris X-Nanterre

(for the most part, year-long courses)

Linguistique:
Introduction à la linguistique
***Ancien français**
Pratique du français universitaire

***Didactique du français langue étrangère**
***Sémiotique textuelle et poétique**

Littérature:
+Lecture de textes littéraires
L'amour fou
Littérature du moyen âge
Le thème de l'exil
Racine et Shakespeare
***Moralisme et immoralisme: roman du XVIIIe siècle**
***L'autoportrait**
***Les tendances de la critique moderne**
***Le roman de Balzac à Robbe-Grillet**
***Littérature pour les enfants**
***Littérature et enseignement du français**

Littérature d'expression française:
La littérature française du Québec
Le roman africain et antillais
Identités culturelles et francophonie

Cinéma:
Analyse de films
Histoire de l'art cinématographique
***Théâtre et cinéma**
***Le récit cinématographique**

Etudes théâtrales:
Du théâtre antique au théâtre classique français
Initiation aux techniques de la scène
La mise en scène de la Révolution
Initiation à l'esthétique théâtrale
Théâtre du XIXe siècle, du XXe siècle
Théâtre et roman

Histoire de l'art et archéologie:
Initiation à l'art médiéval, moderne, l'art du XIXe siècle
Art du XXe siècle
+Art grec, Art byzantin, Arts d'Afrique
Architecture et urbanisme aux XIXe et XXe siècles
***Pratique de l'art médiéval**
***Musique et société en France**

Sciences économiques:
+Microéconomie
+Démographie économique
+Problèmes monétaires internationaux
+La construction européenne

Courses in history, philosophy, and sociology, American literature, psychology, and religion are also taught at the Université de Paris X-Nanterre.

Institut d'Etudes Politiques

(year-long courses)

Vie politique et société françaises aujourd'hui
+Les grandes lignes de partage du monde contemporain

+Politique économique de la France
+Histoire politique comparée du monde développé
+Histoire sociale et culturelle des pays d'Europe
+Relations internationales depuis 1945
+Morphologie comparée des sociétés européennes
+Grands enjeux du débat politique, économique et social
+Politique économique et sociale française et son intégration européenne
+Politique d'unification européenne
+La France dans les relations internationales

Middlebury

(semester courses)

+Parole et communication
Le fonctionnement communicatif du rythme et de l'intonation; l'utilisation de la transcription phonétique; enregistrements sonores; films vidéo.

+Structurer les discours écrits
L'étude parallèle de certains types de discours écrits - lettres, discours persuasifs, récits, rapports - et des structures grammaticales qui leur sont particulières.

***Pratiques de l'écrit**
Pour faire acquérir aux étudiants une bonne maîtrise du français: reformulation, explication, développement, argumentation, etc.

***Traduction**
Textes littéraires, juridiques, de bandes dessinées, de publicités, d'articles de journaux, de proverbes... Du français à l'anglais et *vice versa*.

La France: de l'Absolutisme à la Révolution et à l'Empire
Art, pensée, structures politiques du XVIIe siècle; la transformation des structures économiques et des structures mentales qui mène à la Révolution.

La France: dix-neuvième et vingtième siècles
De la révolution industrielle à 1945, l'évolution de la France dans un contexte mondial.

***Promenades parisiennes dans la littérature française**
Aspects pittoresques et motivations profondes, de Villon à nos jours.

+Paris à travers la littérature française
Romantisme, réalisme, intimisme...Comment se traduisent en littérature les transformations de Paris entre 1830 et 1914.

+La saison théâtrale à Paris
Analyse de la réception du spectacle théâtral et acquisition d'un vocabulaire pour en rendre compte: scénographie, mise en scène, distribution, direction d'acteurs, etc.

+Courants et paradoxes dans l'art européen du XIXe siècle
Approches de l'œuvre d'art pictural (psychanalytique, sociologique, thématique) et ambiguïtés relationnelles entre théorie et pratique, du néoclassicisme au fauvisme.

+Urbanisme et architecture de Paris
Les rapports existant entre les productions artistiques et les diverses manipulations idéologiques, en relation étroite avec le contexte historique.

Ecole Commerciale de la Chambre de Commerce et d'Industrie de Paris (E.C.C.I.P.)

(year long course)

***Aspects sociaux, économiques et géographiques de la France contemporaine: le français des affaires.**
(Students enrolled in this course take the examination for the *Diplôme supérieur de français des affaires* at the end of the academic year.)

Teaching Internship

By special arrangement, qualified graduates and undergraduates may also do a *stage* (teaching internship) in English at a level corresponding to junior or senior high school. *Stages* may also be available for graduates at l'E.C.C.I.P. and l'E.S.I.T. (Ecole Supérieure d'Interprètes et de Traducteurs). (No credit is given for the *stages*.)

MIDDLEBURY COLLEGE LANGUAGE SCHOOLS

JOHN M. McCARDELL, JR.
Acting President of Middlebury College
Ph.D., Harvard University

EDWARD C. KNOX
Director of the Language Schools
Vice President for Foreign Languages
Jean Thomson Fulton Professor of Modern Languages and Literature
Ph.D., Yale

Middlebury College Language Schools	**Schools Abroad**
Arabic	Florence
Chinese	Madrid
French	Mainz
German	Moscow
Italian	Paris
Japanese	
Russian	
Spanish	

For an application to one of the Language Schools, please write to the school of your choice at Sunderland Language Center, Middlebury College, Middlebury, VT 05753-6131.

MIDDLEBURY COLLEGE, a publication, is published by the Middlebury Publications Service, Middlebury, VT 05753-6121.

Middlebury College does not discriminate against any individual on the basis of race, sex, religion, ethnic origin, sexual orientation or handicap in any of its programs or activities. In particular, Middlebury College complies with the 1964 Civil Rights Act, Title IX of the Educational Amendments of 1972, the IRS Anti-Bias regulation and Section 504 of the Rehabilitation Act of 1973. Questions relating to compliance with Sec. 504, Rehabilitation Act of 1973, during the summer session may be addressed to the Coordinator of the Language Schools, Sunderland Language Center, Middlebury College, Middlebury, VT 05753-6131.

Accreditation: Middlebury College is accredited by the Vermont State Department of Education, and the New England Association of Schools and Colleges, which accredits schools and colleges in the six New England states. Membership in one of the six regional accrediting associations in the United States indicates that the school or college has been carefully evaluated and found to meet standards agreed upon by qualified educators.

Middlebury College
The French School
Middlebury, VT 05753 - 6131

ESPAÑOL

Middlebury College

Summer 1992 • Academic Year Abroad 1992-93

The Spanish School

Middlebury College
Middlebury, Vermont 05753-6131
(802) 388-3711, Ext. 5538
FAX NO. 802/388-1253

Summer 1992

Seven-Week Session
June 26- August 14
Total Fees - $3,720
(Tuition $2,425; Board - $920; Room - $375)

Six-Week Graduate Session
June 29-August 14
Total Fees - $3,625
(Tuition $2,425; Board $855; Room $345)

The School in Spain

Graduate and Junior YearPrograms
(Tuition: Full year $8,600; Semester $4,400)

Contents

Observaciones preliminares 1
Languages at Middlebury 3
Summer in Vermont 4
Spanish at Middlebury 5
Academic Program 6
Financial Aid 9
Fees 11
Application and Admission 11
Administration, Faculty and Staff 12-19
Course Offerings 19
Intensive Language Courses 19
Graduate Program of Studies 21
The School in Spain 33
Junior Program 37
Graduate Program 38

Observaciones preliminares

Este año nos encontramos con una fecha, 1492, que lleva una carga histórica abrumadora y cuyas consecuencias perduran: la toma de Granada, la expulsión de los judíos, la publicación de la primera gramática de la lengua castellana por Antonio de Nebrija y, naturalmente, la gran aventura marítima de Cristóbal Colón. Los acontecimientos de aquel año provocaron cambios radicales para el mundo occidental y cambios aun más profundos para las gentes que habitaban el futuro continente americano. Cristianos, judíos y moros en Europa; españoles, aztecas, incas y mayas en América, empiezan una serie de luchas, peregrinaciones, aventuras, destierros y viajes hacia metas imprevistas y futuros inciertos.

La conmemoración de fechas es una de las costumbres más arraigadas de nuestra cultura. Desde la celebración de cumpleaños hasta los aniversarios de acontecimientos claves para la historia del país, los seres humanos sienten una necesidad obsesiva de marcar las vueltas del calendario a veces con júbilo y a veces con tristeza. Los acontecimientos históricos siempre llevan consigo una doble vertiente de alegría y de dolor: hay implícito en ellos el final de algo preexistente y el comienzo de algo nuevo. La caída de naciones, el surgir de nuevos sistemas políticos y de nuevas relaciones entre gentes ocasionan posibilidades de renovación y destrucción a la vez, momentos de ambigüedad y de incógnita.

La fecha que recordamos este año lleva consigo una alta carga de significación para nuestra cultura. No sólo inicia la irresistible expansión de la cultura europea en todo el mundo sino también marca el inicio de la aniquilación de vastos imperios en el Nuevo Mundo, la re-estructuración de la sociedad europea y la introducción en la conciencia de los europeos de tierras que ofrecieron enormes posibilidades de riqueza y más tarde de libertad política.

La historia nos proporciona, con frecuencia de una manera confusa, información sobre movimientos, acciones, protagonistas, datos a veces fidedignos, a veces imprecisos pero datos susceptibles a interpretaciones que pueden revelar nuevos sentidos según la época y las personas que los analicen. Nosotros los

encontramos en este recodo de la historia con una experiencia de 500 años y un desarrollo científico y social insospechados por los que participaron en los acontecimientos. Los recordamos en su energía, en su escaso conocimiento de sí mismos, de otros y de las fuerzas sociales, llenos de furia y de pasión, de sueños de gloria y de salvación, de terror religioso y de miedo ante su futuro: el cristiano que mata con un arcabuz en busca de auto-realización o de salvación, el indio que mata con un pedernal para apaciguar a su dios, el judío que entreprende otro camino más, el moro que pierde las tierras que había conquistado con la espada en su momento de fervor religioso. España y los españoles empiezan la gran aventura que los llevará a todos los rincones del mundo hacia un período de exaltación nacional y un inevitable decaimiento de fuerzas y de propósito. Así se cierra un ciclo de protagonismo en la historia para dejar que otros pueblos entren en la escena para emprender otras conquistas, soñar otros sueños y establecer otras fechas para recordarlas en otros aniversarios.

Este año el programa de la Escuela Española presentará algunos de los temas que todavía tienen el poder de provocar controversia. Los cursos que ofrecemos darán a los estudiantes la oportunidad de reflexionar sobre las vastas fuerzas que influyeron en las acciones de los participantes en esta gran contienda histórica.

Frank P. Casa
Director

Languages at Middlebury

Each summer since the founding of the German School in 1915, Middlebury College has devoted its Vermont campus to the intensive study of languages from beginning to graduate levels. The French and Spanish Schools opened in 1916 and 1917, respectively, the Italian School in 1932, Russian in 1945, Chinese in 1966, Japanese in 1970, and the School of Arabic in 1982. In 1949, Middlebury initiated its schools in Europe with the first session of the Middlebury College School in France in cooperation with the University of Paris. In 1951, a similar program in Madrid opened, after which Middlebury established schools in Mainz (1959), Florence (1960), and Moscow (1977). Each of the schools abroad offers both junior year and graduate programs. Juniors from colleges and universities throughout the country join Middlebury College undergraduates for the junior year abroad, transferring the credits they earn to their home institutions. Graduate students may complete an M.A. by studying abroad for one year in addition to one or two summers in Vermont.

The Language Schools are dedicated to the premise that without real competence in a language there can be no true cultural understanding, and that to be effective, language teaching must provide meaningful insight into the foreign culture. All instruction is intensive and all courses are taught in the foreign language. A "total immersion" experience in dormitories, at meals, and through extracurricular activities enhances student proficiency. At advanced levels, courses in art, culture, history, language, pedagogy, linguistics, literature, music, and theater are an integral part of the program.

The Language Schools offer programs to answer the needs of various audiences:

- *those who wish to earn an advanced degree in a foreign language or in a combination of a foreign language and English;*
- *undergraduate and graduate students who wish to enrich their program of studies at Middlebury or abroad and transfer the credits to their home institutions;*
- *students, teachers and other professionals who wish to improve or refresh their foreign language skills or acquire proficiency in a new language necessary for their careers; and*
- *teachers who wish to apply new technologies and methodologies in their foreign language classes.*

The Language Schools are at the forefront of innovation in language teaching. Our language laboratory and computer center represent state-of-the-art technology. Our Master of Modern Languages degree prepares teachers to teach two foreign languages or a foreign language and English. Our Doctor of Modern Language degree offers a combination of scholarly and practical training, and is conferred upon those who have demonstrated ability in research and teaching in two foreign languages. In addition to our regular programs, we hold workshops and institutes

on topics such as teaching for proficiency and using the new technologies. In 1991, as was the case in 1990, The Modern Language Association held its Professional Development Institute for Language Teachers on our campus in conjunction with the Language Schools.

During the academic year, Middlebury College offers a baccalaureate curriculum in the liberal arts which is unusually rich in opportunities for language study. These opportunities include intensive and varied programs in Chinese, French, German, Classical Greek, Italian, Latin, Japanese, Russian and Spanish. Middlebury also has a high percentage of language-proficient juniors studying abroad. Many double and joint majors involve advanced language study. The international major enables students in fields other than languages and literature to demonstrate functional foreign language competence by taking advanced courses in their disciplines at a Middlebury school abroad.

At Middlebury we believe that study of a foreign language in its cultural context, as well as study of a discipline in a foreign language and from the perspective of another culture, are among the most enlightening and humanizing activities in which one can engage. As such, they occupy an essential place in any liberal arts curriculum.

Admission as an undergraduate to Middlebury College's baccalaureate program is entirely separate from admission to one of the Language Schools. Students wishing to apply for admission to the baccalaureate program may receive information and application materials by writing to:

Dean of Admissions
The Emma Willard House
Middlebury College
Middlebury, VT 05753-6002
(802) 388-3711 Extension 5153.

Middlebury Language Pledge

Language Schools students make a formal commitment to use the foreign language of study as the only means of communication during the entire session. This pledge, strictly enforced, plays a major role in the success of the program, as both a symbol of one's commitment and an essential part of the language learning process itself. Even students at the beginning level sign a modified pledge at the start of the session. A summer at the Language Schools is an intensive one by design. Students can expect to spend approximately four to six hours per day in class, drill, and laboratory, in addition to other homework. Because English is not allowed, it can also be strenuous and even stressful, particularly for students attending for the first time. All students should come well rested and in good physical and mental condition.

Summer in Vermont

Middlebury College sits on a hill overlooking a small Vermont town to the east, and the rolling countryside of the Champlain Valley to the west. The campus, self-contained and yet only a short walk from town, is especially suited to

Alfonso Guerra, former Vice-President of the Spanish government, lectures to the Spanish School.

the Language Schools and their unified approach to learning. Students and faculty live in dormitories assigned to their schools and take meals in dining halls where only the language of study is spoken. The summer climate is usually delightful, with warm days and cool nights. Classes meet in the morning and early afternoon. The schools reserve late afternoons, evenings, and weekends for social and cultural events including plays, films, lectures, concerts, amateur nights, and other enriching diversions from the academically rigorous program. Such activities center on the use of the foreign language and often involve active student participation in planning and performance.

Campus facilities include Starr Library, which houses extensive foreign language collections, and the Music Library with over 10,000 recordings. The Freeman Language Laboratory has individual and group facilities and a large selection of audio and video materials to assist students in the development of their skills. The Ballenger Computer Center offers computer facilities for word processing in a variety of languages. Students can become involved in foreign language programming at the College's radio station, and make use of a wide range of audio-visual equipment, including a video studio, for class projects.

Middlebury College's athletic facilities include an 18-hole golf course, a field house, an indoor pool, 18 outdoor and 11 indoor tennis courts, racquetball and squash courts, and a fully equipped fitness center. There are jogging, running, and bicycling trails around the campus and in the surrounding countryside.

Spanish at Middlebury

The Spanish School offers its students a variety of programs during the summer, including intensive language training from beginning to advanced levels, and graduate programs leading towards the M.A., M.M.L., or D.M.L. degree. The School in Spain has programs designed for undergraduates wishing to spend their junior year in Madrid and for graduates who complete their M.A. degree with an academic year in Madrid.

Academic Program

Credits

A full summer program of study is roughly equivalent to three college semester courses, or nine semester hours. Credit is defined in terms of units, with one unit equivalent to three semester hours. Courses numbered 100-399 are offered in the seven-week session (June 26-August 14), and successful completion of work at the 100, 200, or 300 level is equivalent to at least one full year of undergraduate study. The full six-week graduate session (June 29-August 14), levels 500-900, is open to students working towards a Master's degree, a doctoral degree, or the degree of Master of Modern Languages. It is comprised of three graduate courses for a total of three units of credit.

For transfer purposes, the student's home institution determines how many graduate or undergraduate credits it will grant for the summer's work at Middlebury. Middlebury College considers the academic year abroad equivalent to an academic year in the U.S., but a student's home institution determines the number of credits it will ultimately award for work abroad. Undergraduates are therefore urged to discuss the question of transfer credits with their advisors before leaving their own campus.

All credits to be applied towards a Middlebury degree expire after ten years, whether earned at Middlebury College or transferred from another institution. The Middlebury College Language Schools do not calculate grade point average or class rank.

New in 1992

The new courses for the summer of 1992 are largely related to the period that marks the great European adventure in the New World. We seek to present as complete a picture of the literary, cultural, and artistic experience of the moment as we can. Prof. Monserrat Gutiérrez will offer a course on the religious and civil music of the Renaissance while Prof. Ramón will deal with the art and architecture of the Renaissance. We will also have courses on the two non-Western cultures most connected with Spain at this period: Prof. Ottmar Hegyi will teach a course on the influence of Islam on Spain while Prof. Pablo Escalante will deal with Nahuatl culture before Columbus' arrival. Prof. Angel Chiclana will present a course designed to explain the cultural antecedents of the voyages as well as Spain's response to the ethical and moral issues created by the new situation. Prof. Susana Leiva will deal with the chronicles on the New World in order to analyze the efforts of the writers to understand their new experiences. Prof. Jaime Concha will explore the culture of colonial Latin-America to investigate the growing perception of individuality in the New World.

Prof. Gustavo Sainz will read Latin-American literary texts that deal with the confrontation between the two Hispanic cultures. Prof. Castillo will examine the relationship betwen myths and poetry while Prof. Casa will deal with Cervantes' great work, *Don Quijote de la Mancha.*

Prof. Luis Beltrán will teach a course on the representation of women in late medieval and renaissance literature. Prof. Manuel Pastor will focus on the development of Spain as a nation and as a state concentrating on the influence that the monarchy and religion had in the process. Finally, Prof. Karen Breiner-Sanders will teach a course on the techniques and classroom applications of the Oral Proficiency Interview.

We think that this range of courses will give students a wide choice from which to form an exciting program and that they will have, together with lectures and other activities, the opportunity to acquire a deep acquaintance with the issues raised by this significant anniversary.

Graduate Degrees

Master of Arts

Candidates for the degree of Master of Arts must hold a baccalaureate degree or the equivalent from an accredited institution of higher education and possess a firm command of spoken and written Spanish. Highly qualified undergraduate students may accumulate a maximum of six graduate course units toward a Middlebury M.A. degree before receiving their B.A. degree, but these units may not count toward both degrees.

To receive the Master's degree in Spanish, students must earn a total of twelve course units. Students are accepted to degree candidacy after successfully completing a preliminary summer in Vermont. Candidates may earn the remaining nine units either during a series of summers on the Vermont campus or during an academic year in Madrid. The program provides a broad base in language, literature and civilization. It is designed as a broadly-based and self-contained entity, rather than as the first stage of a doctoral program.

A normal load is three units per summer, to be selected in consultation with the director or dean. First-year graduate students are placed in the courses most appropriate to their linguistic proficiency as determined by the placement tests taken prior to registration.

Master of Modern Languages

The M.M.L. degree certifies a high degree of proficiency and skill in two foreign languages (French, German, Italian, Russian, Spanish), or a combination of one of these languages and English (at Middlebury's Bread Loaf School of English). It requires an additional twelve courses beyond the M.A. degree, as well as comprehensive written and oral examinations. The Director of the Language Schools administers and supervises the M.M.L. in close consultation with the directors of the individual schools involved in a student's program. A Master's degree in English or a foreign language is a prerequisite for entrance into the M.M.L. program. Inquiries should be addressed to the Director of the Language Schools at Sunderland Language Center, Middlebury College.

Doctor of Modern Languages

The D.M.L. degree differs from the traditional Ph.D. in its emphasis on a combination of scholarly and practical training. A Master's degree in Spanish is a prerequisite for entrance to the program. Degree requirements include: a qualifying paper; eight upper-level graduate courses in Spanish; two graduate courses in a second language (French, German, Italian or Russian); comprehensive examinations in both languages; one year's residence in Spain; proof of successful teaching experience; and a dissertation and its oral defense. Please watch for changes in the D.M.L. second language requirements to be announced spring of 1992.

All new students are required to complete a summer of application on the Vermont campus during which they enroll for credit in two advanced graduate courses in Spanish and audit a third course which provides the context for the qualifying paper. The instructor of the audited course becomes the director of this paper, which must be begun and completed within the six weeks of the graduate session.

Inquiries should be addressed to the Director of the Language Schools, Sunderland Language Center, Middlebury College.

Transfer Credits

After formal admission to a graduate degree program, candidates for the M.A., M.M.L., and D.M.L. degrees may request permission from the dean to transfer from another institution a maximum of the equivalent of three units of study at Middlebury. Only courses taken **after** successful completion of the initial summer and formal admission to degree candidacy may be transferred, i.e., courses taken at other institutions before the first summer of study may not be transferred toward a Middlebury graduate degree.

In past years two-week graduate seminars have been offered in some of the Language Schools. Please note that only a total of two of these seminar units may be applied toward the M.A. degree, and that the combined total of Middlebury seminar and transfer credits from other institutions may not exceed three units. Two-week seminar units may not be applied toward the M.M.L. or D.M.L. degrees.

To obtain approval for a transfer of credit, students must submit evidence that the courses they wish to transfer earn graduate credits towards an advanced degree at an accredited college or university; that the courses are taught entirely in Spanish in the areas of language analysis, culture and civilization, literature, or professional preparation. The transferred courses should not duplicate those already taken for degree credit at Middlebury. Language practice courses may not be transferred. This information must be sent to the dean of the Spanish School for approval prior to the student's registration in the course.

All units counted toward a degree must have been taken on a graded, not a pass/fail basis. Only grades of B- and above may be applied toward a Middlebury M.A. degree. Only grades of B+ and above may be applied toward a Middlebury M.M.L. or D.M.L. degree.

All transfer credit courses must be completed by May 31 of the year of graduation for August degree candidates and by January 10 for March degree candidates. Whether earned at Middlebury College or transferred from another institution, all credits and units applied towards a degree must be earned within a period of ten years. For example, units earned in 1981 would not be eligible for an M.A. degree awarded in 1992.

Auditing

Individuals who are not full-time students may occasionally audit upper-level courses with the permission of the director of the Spanish School. Auditing is not permitted in levels 100-300, nor are students in those courses permitted to audit courses in other schools. Total auditing costs **per week** are $875 (tuition $500; room and board $375).

Financial Aid

Middlebury College offers financial assistance to a substantial percentage of students attending the summer sessions and the graduate academic year programs abroad. Aid for the summer is in the form of grant and/or work. Loans may also be available to students enrolled in a Middlebury College degree program. Aid for the academic year abroad is in the form of grant and loan. (Please note: Financial aid for study abroad is not available to undergraduates from other institutions. Consult the financial aid office at your home institution.)

Financial aid is offered on the basis of financial need as determined by the Office of Financial Aid. The Language Schools Financial Aid Application and current federal tax returns are the primary documents used in determining eligibility, although additional information may also be requested. If you are not a U.S. citizen, a permanent resident alien, or a Canadian citizen, you should also complete the Foreign Student Financial Aid Form, which is available from the Office of Financial Aid.

Our financial aid budget is limited and does run out, so you should send a **complete** application to the Office of Financial Aid as soon as possible after January 1, 1992 to insure the best possible chance of receiving aid. A complete application includes all relevant documents as listed on the checklist on the first page of the Language Schools Financial Aid Application. We will begin reviewing your application for completeness upon receipt of the first document you send. Aid decisions for students going abroad are made at the same time as those for students in the summer session; we will make aid decisions on a rolling basis for those students whose applications are complete **and** who have been accepted to the School.

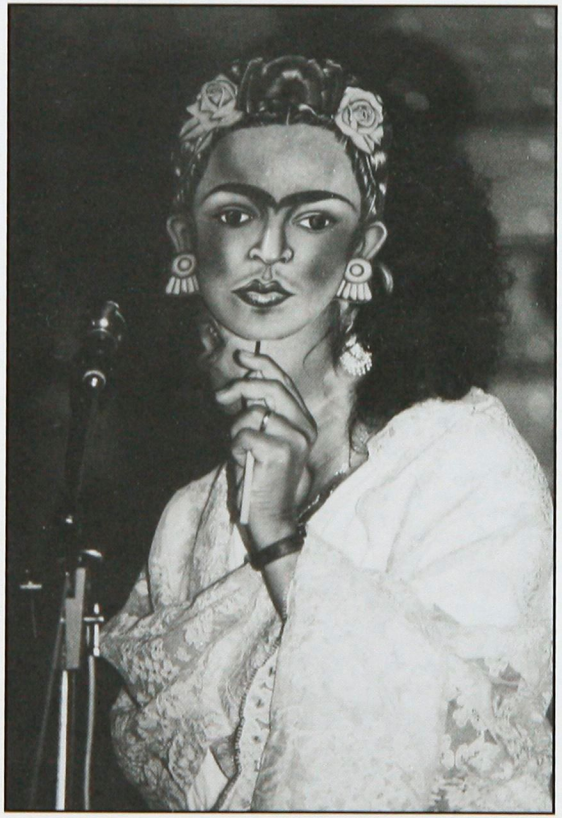
The only cost for the academic year that is payable to Middlebury College is tuition. However, federal regulations require enrollment verification prior to disbursement of federal funds. In cases where financial aid exceeds tuition and may be used by the student to cover a portion of living expenses, the balance of the aid will be sent to the student in Madrid in **two** installments, the first after fall

registration and the second at the beginning of the second semester. Therefore, you must plan ahead to have money to cover travel, books, and the first month of living expenses abroad. Those students receiving financial aid to go abroad will have a chance during the summer to make individual appointments in the Office of Financial Aid to discuss in detail the logistics of the academic year aid package.

Please address inquiries about financial aid to the Office of Financial Aid, The Emma Willard House, Middlebury College, Middlebury, VT 05753-6003, or call (802) 388-3711, ext. 5158. To obtain a Language School application, call the Language School to which you wish to apply.

Scholarships

The following scholarships have been established in honor of friends or faculty of the Spanish School: *The Jan Borgia Scholarship Fund, The Juan A. Centeno Memorial Fund, The Anna and Luke J. Nolfi Scholarship Fund, The Joel A. Smith Fund for the Spanish School Abroad,* and *The Spanish School Alumni Association Scholarship. The Lois Behrman Watson '51 Scholarship Fund* was established in 1987 to provide financial aid to teachers who are attending the Masters or Doctoral program of any of the Language Schools on the Middlebury campus or at the schools abroad. Students do not apply directly for scholarships. All financial aid applicants will automatically be considered for these awards.



Fees

A non-refundable fee of $40 must accompany each new student's application. Upon acceptance, all students must pay a $180 enrollment deposit to be applied to the tuition charges. This deposit, which must be paid within 30 days of acceptance, guarantees a place in the school, but will be refunded in full provided that students notify the school in writing by May 1, 1992 of their decision to cancel their enrollment. After May 1 and until registration at the summer session, students who cancel will lose the enrollment fee, but receive a refund for any other payments made. Other refunds are subject to the schedule published in the *Language Schools Handbook* mailed to enrolled students in May.

The extra course fee for the six week session is $815. Permission to register for a fourth unit of credit must be requested in writing before the beginning of the session.

Application and Admission

Students may apply for admission for a single summer at any level, for the junior-year program, or for one of the graduate degree programs to be completed over a series of summers in Vermont or in a combination of a summer in Vermont and an academic year in Madrid. In a given summer, students may enroll in courses in one language school only and are normally enrolled in courses at one level only.

Students at the summer sessions must be high school graduates, and we strongly recommend that they have completed at least one year of college-level study. Admission is granted on the basis of academic qualifications and the availability of space. Decision on level of study is determined by student performance on a placement test administered by mail upon receipt of the application. By applying for admission, a student indicates willingness to accept the placement deemed proper by the school.

Applications are processed on a rolling basis until the start of the session, or for as long as space is available. As the school may be fully subscribed by April 1, early application is desirable.

For more information or an application, contact the Spanish School at:

Sunderland Language Center
Middlebury College
Middlebury, VT 05753-6131
802-388-3711, Extension 5538

Admission is for one summer only, and admission to one of the Language Schools is entirely separate from admission as an undergraduate to Middlebury College.

Administration, Faculty and Staff

Director: Frank Casa, Ph.D., University of Michigan. Professor Casa has published many books and articles on the literature of the Spanish Golden Age, among them *The Dramatic Craftmanship of Moreto* and, most recently, the second volume of *Editing the Comedia*. He is also on the editorial board of several scholarly journals. Professor Casa was chair of the department of Romance languages at the University of Michigan for a decade and has also been Chief Reader for the College Board Advanced Placement Program in Spanish.

Dean: Roberto Véguez, from Cuba, received his Ph.D. from the University of Wisconsin-Madison. He began teaching at Middlebury College in 1972 and in 1974 joined the Spanish School where he has served as Dean and Acting Director. Professor Véguez was a visiting professor in 1990-91 at the U.S. Military Academy in West Point. He directed the School in Spain in the fall of 1991.

Faculty

Ion Agheana is a professor of Spanish at Hope College in Michigan. With a Ph.D. from Harvard, Professor Agheana has written articles on the literature of the Spanish Golden Age and three books, *The Situational Drama of Tirso de Molina, Jorge Luis Borges: Existentialism and the Dynamics of Surprise,* and *The Meaning of Experience in the Prose of J. L. Borges.*

Alicia Andreu, Ph.D., University of Oregon, is a native of Peru. Professor Andreu has written numerous articles and two books on the Spanish novelist Benito Pérez Galdós, *Galdós y la novela popular* and *Estructuras dialógicas en la narrativa de Benito Pérez Galdós.* She has also written articles on several Spanish-American authors and has been the recipient of the following awards: Fulbright-Hays; National Endowment for the Humanities, and American Council of Learned Societies. Professor Andreu is currently a professor and chair of the department of Spanish and Italian at Middlebury College.

Luis Beltrán was born in Salamanca, where he attended the university and received his *licenciaturas* in modern philology and law. He subsequently studied in the United States on a Fulbright Scholarship and earned his M.A. in English and Ph.D. in comparative literature. Since 1965, he has been teaching at the University of Indiana where he is a professor of Spanish and comparative literature. His publications concentrate in the fields of medieval literature and lyric poetry. He has also published several collections of his own poetry and a novel.

Robert Blake received his Ph.D. from the University of Texas and is now the Mercer Brugher Distinguished Teaching Professor in the College of Arts and Sciences at the University of Rochester. He has published articles on Spanish syntax, historical sound changes, and bilingualism. He is co-author of *HyperCall*, a computer program written in *HyperTalk*, which simplifies foreign language curriculum development for the Macintosh. He is also the co-author of *Al corriente: Curso intermedio de español* and *Recuerdos de Madrid*, a ten-part computer adventure for the Macintosh.

Karen E. Breiner-Sanders received her Ph.D. from The George Washington University. She is an associate professor of Spanish in the School of Foreign Service, Georgetown University, where she teaches advanced Spanish language courses anchored in a context of politics, economics, history, and culture of Spain and Latin America, as well as a seminar on violence in Latin America. Her published works include *"La familia de Pascual Duarte" a través de su imaginería*, as well as articles on twentieth-century Hispanic literature and on pedagogical topics. Professor Breiner-Sanders is an ACTFL-certified oral proficiency tester and trainer, and has conducted many workshops on oral proficiency testing and proficiency-oriented curriculum design.

Carlos Cabrera, from Spain, is a professor of Spanish language at the University of Salamanca. He received his doctorate from the same university and has published articles on the history of the Spanish language. He has taught foreign students both at Salamanca and at Middlebury. He is a member of the Ministry of Education and Science committee charged with overseeing diplomas in Spanish.

Antonio Carreño, form Spain, received his Ph.D. from Yale University and is now a professor at Brown University. Professor Carreño is a specialist on Golden Age literature and has published on both drama and poetry. His published works include *La dialéctica de la identidad en la poesía contemporánea* and *El romancero lírico de Lope de Vega.*

Rafael Castillo, from Bilbao, Spain, studied music and classics in Spain, obtaining a *licenciatura* in philosophy and letters from the University of Madrid and a degree in piano and music from the *Conservatorio Superior de Música* in Bilbao. In 1970, he won a Fulbright Scholarship to study linguistics at the University of Illinois in Urbana, where he received a Ph.D. in 1975. He has taught at the Ohio State University and the University of California in Berkeley. Since 1975, he has been a member of the faculty at the Spanish School summer session and, since 1978, of the School in Spain. He also teaches in Boston University's program in Spain.

Angel Chiclana received a doctorate in romance philology from the University of Sevilla and in modern philology from the Complutense University of Madrid. He has taught at Italian and North American universities and since 1971, at the Complutense, where he is also vice-dean of the faculty of philology. He has published widely on medieval and renaissance topics and on Hispano-Italian literary relations. He has also published critical editions of *La lozana*

audaluza and *La divina comedia*, as well as a translation and critical edition of two comedies by Pietro Aretino.

Jaime Concha, Chilean, received a *licenciatura* in philosophy from the University of Concepción, where he has also taught. Before accepting his current position at the University of California in San Diego, he taught in France and at the University of Washington. He received a Guggenheim Fellowship for 1978-79 and he is currently a member of the Board of Governors of the Humanities Research Institute. His numerous publications include studies on twentieth-century poetry and the sixteenth-century colonial period in Latin America. He has published monographic studies on Neruda, Darío and Huidobro. His latest publication is *Gabriela Mistral* (Madrid, 1987) and he is now working on a book on Sarmiento.

Pablo Escalante Gonzalvo is a member of the Instituto de Investigaciones Estéticas of the Autonomous National University of Mexico. He is a professor of pre-hispanic history at UNAM where he teaches courses on Nahuatl culture. He participates regularly in national and international conferences and has written many essays on Nahuatl society before the Conquest. He has edited a volume of stories for young people on American indigenous cultures and written a historical novel with a pre-hispanic setting, both to be published shortly. He is also a regular contributor to cultural publications in Mexico.

Dulce García received her B.A. from Barry University and her M.S. from Georgetown University. She has been teaching Spanish at various levels at Georgetown since 1985 and has designed the curriculum for the first two course levels for Spanish concentrators. She is currently a lecturer and course coordinator while completing her Ph.D. in Spanish literature with a concentration in the medieval and renaissance periods.

José Gómez Asencio is professor of Spanish linguistics at the University of Salamanca from which he received his doctor's degree in 1980. He is the author of books and articles on the following subjects: syntax, phonetics and phonology of contemporary Spanish, history of grammatical ideas in Spain, and the teaching of Spanish as a second language. He is one of the authors of *Viaje al español*, a multimedia course of introduction to Spanish for foreign speakers.

María Luz Gutiérrez Araus, from Burgos, Spain, received her Ph.D. in Hispanic philology from Complutense University of Madrid. She is now professor of Spanish grammar in *UNED (Universidad Nacional de Educación a Distancia)* in Madrid. She has taught Spanish language to North American students in several programs at the University of Madrid. She has published books and articles on Spanish syntax, the history of the Spanish language, and phonetics. Among her works are *Estructuras sintácticas del español actual* and *Lengua española* (co-author).

Monserrat Gutiérrez Arija, from Spain, received her music degree from the *Real Conservatorio de Música* of Valladolid and her *licenciatura* in Hispanic philology from the Complutense University in Madrid. She has been teaching at the *Colegio Estudio* since 1977 and has taught history of Spanish music to foreign students at the University of Madrid.

Ottmar Hegyi studied at the universities of Graz (Austria), London and Madrid. He received his B.A. in classical Arabic, his M.A. in Spanish at Middlebury and his Ph.D. at the University of Toronto. He is professor and member of the graduate school at the University of Toronto and teaches at Erindale College. His research interests include Aljamiado literature, aspects of languages in contact, and the theme of Islam in literature, particularly Golden Age literature. He has written many articles and a book, *Cinco leyendas y otros relatos moriscos*, published by Editorial Gredos

Marian B. Labrum, from Montevideo, Uruguay, is an assistant professor of Spanish and director of the Spanish translation program at Brigham Young University, where she has also been appointed Director of Language Instruction. She is a member of the Translation Studies Committee and the Honors and Awards Committee of the American Translators Association, and has written several articles and conducted many demonstrations on the art and methodology of translation and interpretation. She holds the degree of Doctor of Modern Languages from Middlebury College.

Gracia Lafuente, born in Madrid, Spain, received a *licenciatura* in geography and history with a specialization in art history and *maestría* in museology from Complutense University of Madrid. She has worked on the organization of exhibitions and configuration of art catalogues in various museums and galleries in Madrid. She has taught Spanish art history and civilization for Washington University, University of Maryland and Hamilton College in Madrid and has been the assistant to the Spanish Department and director of the Spanish House at Middlebury College. Her recent work has focused on art education and the role of education in museums and includes the future publication of "Posibilidades del Museo sin colección".

Susana Leiva, Assistant Professor of Spanish at Northwestern University, was born in Argentina and received her Ph.D. from Syracuse University. She has also studied in Spain and France and specializes in Spanish-American colonial literature. Among her books are *Traducción, escritura y violencia colonizadora: Un estudio de la obra del Inca Garcilaso*, and a critical edition of Julio Cortázar's *Las armas secretas*.

Isabel C. Livosky, from Argentina, received her Ph.D. from New York University. In addition to being active as a translator, she has edited works by Gracián, *Bibliographic Index for Spanish and Spanish-American Studies in the United States*, and two volumes of the series *The Analysis of Hispanic Texts: Current Trends in Methodology*. A Wilson and Fulbright

Scholar, she received an award for excellence in teaching from Knox College, where she is an associate professor of Spanish and director of their program in Barcelona.

Gustavo Mejía holds a *licenciatura* in philosophy and letters from the University of the Andes, and received both a Master's degree and a doctorate from the University of Essex, Great Britain. He has taught at several universities in his native Colombia, at Vassar College and Middlebury College in the United States, and at Middlebury's summer program and the School in Spain. His publications include short stories, poems, and articles on literary criticism, the most important of which are his editions of *María* by Jorge Isaacs and the *Obra completa* of José A. Silva, co-authored with Eduardo Camacho. He will be directing the School in Spain beginning in September.

José G. Moreno de Alba received his doctorate in Hispanic linguistics from the Autonomous National University of Mexico, where he is now a professor. He is a member of the Mexican Academy of Letters and has lectured in the former Soviet Union, Germany, and many countries of North and South America. He has written articles and books on linguistic topics, such as *Valores de las formas verbales en el español de México, Morfología derivativa nominal,* and *El español en América* (1988). His new book *Diferencias léxicas entre España y América* will soon appear. He has just been appointed Director of Mexico's National Library.

Carmen M. Nieto, from Puerto Rico, has an M.A. in Spanish from the University of Michigan and an M.A. in French from Middlebury College. She coordinated and taught the second year of Spanish in the intensive Spanish program at the Residential College at the University of Michigan for 4 years. From 1990-91, she worked as a translator for the Federal Government in several national and international conferences. During the recent academic year 1991-92, she taught at the United States Military Academy, West Point.

Manuel Pastor, a native of León, Spain, is professor and chair of the department of political science at the Complutense University in Madrid. He did graduate studies at the University of Wisconsin and has been a visiting researcher at Princeton University, Columbia University, and the University of Minnesota. From 1980-84 he was Assistant Secretary General of the *Universidad Internacional Menéndez y Pelayo* in Santander. He is a specialist in political theory and contemporary political ideologies, and is author of the following books: *Los orígenes del fascismo en España, Ensayos sobre la dictadura, Bonapartismo y fascismo, Lecturas de ciencia política, Introducción a la Teoría del Estado, Ideologías y movimientos políticos contemporáneos, Ciencia política,* and co-author of a collective work on *La transición política en España.* Since 1974, he has also been a professor at the Institute of European Studies in Madrid.

Jorge Plata, born in Bogotá, Colombia, graduated from the University of the Andes, where he began his theater career in 1966. He is a professor of literature and theater at several universities in Bogotá and a founding member of the *Teatro Libre de Bogotá* (1973), where he has served as actor, director and dramatist. In 1984, Professor Plata completed a very successful tour of the Far East and Europe with the *Teatro Libre.* He has recently written verse translations into Spanish of *King Lear* and *Macbeth, Episodios comuneros,* which is a play for street theater, and a dramatic piece, *Un muro en el jardín* (debut Paris, 1987).

José Manuel Polo de Bernabé received his education in France, Spain and the United States, where he earned his Ph.D. from Cornell University. He has taught at Cornell University, SUNY-Albany, and the University of North Carolina at Chapel Hill, where he is currently associate professor of Spanish and comparative literature. Professor Polo de Bernabé has published one book, *Poesía y conciencia: estudio de la obra de Jorge Guillén* and has two more forthcoming, *Mímesis y teatralidad en el teatro español contemporáneo* and *Theory of Spanish Autobiography.* He has also published numerous articles on nineteenth- and twentieth-century Spanish literature.

Berislav Primorac, an associate professor of Spanish at the University of Windsor, Canada, received his Ph.D. from the University of Michigan. He has written on Golden Age theater and has edited Moreto's *El lindo don Diego* and Gorki's *The Mother.* Professor Primorac has also been chair of the modern languages department and directed a summer program in Spain for many years.

Alfredo Ramón was born in San Ildefonso, Segovia, Spain, and has resided all of his life in Madrid. Following his graduation from the *Escuela Superior Central de Bellas Artes de San Fernando* in Madrid, where he obtained the title of Painter and Professor of Art, he has pursued three active careers: artist, teacher, and lecturer. Since 1957, he has offered courses in both Spanish and Latin American art for the programs in Spain of a number of North American universities and colleges. Professor Ramón has had many one-man shows, the most recent in London, and his paintings hang in various museums in Spain as well as in numerous private collections in Europe, North and South America, and the Far East. In 1991 he received an honorary doctorate from Kalamazoo College.

Gustavo Sainz of Mexico served for ten years as a professor and chair of the department of journalism and communication sciences of the Autonomous National University of Mexico. He taught at the University of Texas, San Antonio, the University of Wisconsin, Madison, and the University of New Mexico, and is currently at Washington University in St. Louis. Professor Sainz has received grants from various foundations, including Ford, Guggenheim, Tinker, and the Center for Inter-American Relations. Among his works are: *La princesa del palacio de hierro,* for which he won the

Premio Xavier Villaurrutia; *Gazapo; Obsesivos días circulares; Compadre Lobo;* and *Fantasmas aztecas.* His most recent novels are *Paseo en trapecio, Muchacho en llamas,* and *A la salud de la serpiente.*

Samuel G. Saldívar, a native of Mexico, is a professor of Spanish at the United States Military Academy, West Point, where he teaches both language and literature. He earned a B.A. in Spanish and an M.A. in foreign language education at Florida State University, and a Ph.D. in Latin American literature at New York University. Dr. Saldívar has published a book, *Evolución del personaje femenino en la novela mexicana,* as well as articles on Mexican literature.

Jacobo Sefamí, from Mexico, received his *licenciatura* in language and literature from the Autonomous National University of Mexico and his Ph.D. from the University of Texas at Austin. He is an assistant professor at New York University. His book, *El destierro apacible y otros ensayos,* was published in 1987. He has two more books forthcoming: *El espejo trizado: La poesía de Gonzalo Rojas,* and *Bibliografía básica de poetas hispanoamericanos contemporáneos.*

Sally Stokes Sefamí holds an M.A. in Spanish linguistics from the University of Texas at Austin. She has taught at Fordham University and Barnard College and is now an instructor at New York University.

Elvira Swender is the Spanish language coordinator at Syracuse University, where she has also served as director of the foreign language education program. Currently a candidate for the Doctor of Arts degree at Syracuse, she also holds the M.A. from that institution. Ms. Swender, an ACTFL-certified oral proficiency tester and the author of a testing program to accompany the textbook *Entradas,* is also the recipient of several grants for curriculum development.

Carmen Vigo-Acosta, from Uruguay, received her master's degree from Brigham Young University. She has served as assistant director for study abroad programs, has taught at the Monterey Institute of International Studies, and has been an instructor for Peace Corps volunteers. She now teaches at Mesa Community College.

Artist-in-Residence

Emilio Núñez received his degree in music from the *Conservatorio Superior de Madrid.* He taught continuously at the Middlebury College Spanish School at both the Vermont and Madrid campuses from 1966 until 1990. Professor Núñez also teaches at the *Colegio Estudio* and at other North American university programs in Madrid. He lectures extensively in Europe and the U.S., and is a frequent member of juries at international singing contests in European cities, including Toulouse, Munich, Barcelona, s'Hertogenbosch and Liège. Among his publications are *Cancionero de España, Canciones para cantar,* and collaborations on collective works including *Musical Guide: The Voice,* directed by Yehudi Menuhin.

Administrative Staff

Audrey LaRock has been the assistant to the Spanish School since 1986. She previously held the same position for the Middlebury College Schools of Chinese and Japanese.

Fiona A. McDonald, bilingual assistant, is a Spanish major at Middlebury College. She spent her junior year in Madrid with the Middlebury program.

Course Offerings

Intensive Language Courses

Daily activities normally include three or four hours of classroom instruction plus additional work in the language laboratory. *Schedules, texts and staffing are subject to change.*

+ designates courses in the seven-week session.

Level 100

The beginning student will enroll in all three of the following courses for a total of three units.

101-102-103 Beginning Spanish+ Swender, Vigo-Acosta

This course is designed for beginners who want to master the basic structures and vocabulary of the language. An ordered presentation based on language in its situational context will focus on all four of the language skills: understanding the spoken word, speaking, reading and writing. The course will consist of four one-hour sessions daily.

Required text: Theodore V. Higgs, Judith E. Liskin-Gasparro, and Frank W. Medley, Jr., *Entradas* (Boston: Heinle & Heinle,1989).

Level 200

Level 200 courses are part of an integrated program. Intermediate students must take all four courses (201-204) simultaneously for a total of three units.

201 Intermediate Grammar+ García

This course is designed for students to develop solid communicative skills while actively using the grammatical structures of the Spanish language. The course will start with a review of the basic grammatical topics already studied by the students in their first year, and it will move rapidly to engage more complex structures and increase vocabulary, while encouraging an appropriate degree of precision and accuracy. Classroom activities will progress from exercises that foster control of basic, discrete forms toward those that require greater manipulation of larger segments of language. Using rather than merely knowing is stressed in this course.

Required text: Mary Lee Bretz and Trisha Dvorak, *Pasajes: Lengua,* 2d ed., (New York: Random House, 1987).

202 Conversation+ Stokes Sefamí

This course corresponds thematically to the grammar course. It is designed to encourage students to activate and personalize the forms, the structures, and their increasingly rich vocabulary through meaningful and purposeful communication within authentic contexts. Attention to pronunciation and accent is incorporated into the conversational framework of the program. The activities, which focus on a variety of discourse strategies, will encompass real-life linguistic tasks and situations, and will be developed through roleplay, presentation, debate, and collaborative language use in a variety of content areas.

Required texts: Mary Lee Bretz and Trisha Dvorak, *Pasajes: Actividades,* 2d ed. (New York: Random House, 1987); Mary Lee Bretz and Trisha Dvorak, *Pasajes: Cuaderno de práctica,* 2d ed. (New York: Random House, 1987).

203 Composition+ García

This course complements 201 and 202 with a focus on writing skills. Students will read an assortment of passages in a variety of genres, covering topics related to major events, traditions, beliefs, and accomplishments of the Spanish-speaking world. These readings will serve as topical springboards for writing opportunities. Writing will be practiced primarily as process rather than product; and will include pre-writing, multi-draft, peer review and evaluation stages. Writing activities are intended to be purposeful and linked to real-world needs.

Required text: Mary Lee Bretz, Trisha Dvorak, and Carl Kirschner, *Pasajes: Cultura,* 2d ed. (New York: Random House, 1987).

204 Cultural Approaches+ Stokes Sefamí

This course seeks to develop an understanding of and an appreciation for the many cultures that are properly identified as Hispanic. Through a four-skills approach, linguistic functions such as description, narration, and comparison will be targeted. Analytical skills will be fostered, and insights will be facilitated and nurtured through cultural exploration and inquiry.

Required text: Mary Lee Bretz, Trisha Dvorak, and Carl Kirschner, *Pasajes: Cultura,* 2d ed. (New York: Random House, 1987).

Level 300

Level 300 courses are part of an integrated program. Advanced students must take all four courses (301-304) simultaneously for a total of three units.

301 Grammar and Composition+ Nieto, Primorac

This course will stress the expansion of students' active vocabulary and writing skills at the third-year level. Classroom activities will center on a thorough review of the most problematic aspects of the Spanish grammar, as well as active use of the language taken directly from original texts.

New vocabulary will be introduced through the reading of a variety of texts taken from the cultural, political and literary world.

Required text: Seymour Resnick and William Giuliano, *En breve: A Concise Review of Spanish Grammar,* 2nd ed. (New York: Holt, Rinehart and Winston); also, special material in course pack form to be purchased at Middlebury.

302 Contemporary Hispanic Literature+ Agheana, Véguez

This course is designed to introduce students to the reading of advanced texts. Students will not only improve their reading skills but will also become familiar with major topics of Hispanic literature as well as acquire a knowledge of the nature of literary expression.

Required texts: Maria Luisa Bombal, *La última niebla. La amortajada* (Barcelona: Seix Barral, 1990); Antonio Buero Vallejo, *La doble historia del Doctor Valmy,* Selecciones Austral 15 (Madrid: Espasa-Calpe, S.A., 1984); *Cinco maestros,* Alexander Coleman, ed. (New York: Harcourt Brace Jovanovich, Inc., 1969); Frank Dauster and Leon Lyday eds., *En un acto: Diez piezas hispanoamericanas* (Boston: Heinle & Heinle, 1983); Ramón Sender, *Réquiem por un campesino español* (Barcelona: Destino, 1990).

303 Conversation+ Lafuente, Nieto, J. Sefamí

This course complements 301 and 302 and is designed to help students develop their oral proficiency. Oral presentations, role-playing and peer teaching are all used to offer diverse opportunities for self-expression.

Required text: Special material in course pack form to be purchased at Middlebury.

304 Hispanic Culture+ Chiclana, Mejía, J. Sefamí

This course consists of two half courses which deal with cultures and civilizations of Spain and Latin American respectively. They are designed to acquaint students with the important historical events and fundamental figures from fields of literature, arts, politics, etc., which have contributed significantly to the shaping of the Hispanic world.

Required texts: Carlos Loprete and Dorothy McMahon, *Iberoamérica; síntesis de su civilización,* 2nd ed. (New York: Scribner's); Sebastián Quesada Marco, *Curso de civilización española* (Madrid: Sociedad general española de librería); Juan Marichal, *Cuatro fases de la historia intelectual latinoamericana* (1810-1970) (Madrid: Fundación Juan March-Cátedra, 1978).

Note: Advanced undergraduates who place above the 300 level will be allowed to take 501.

Graduate Program of Studies

Curriculum and Degree Requirements

Graduate courses are numbered to indicate level of difficulty. First-year graduate students should normally choose

their courses at the 500 and 600 levels. Very advanced undergraduates and beginning graduate students not admitted to 502 are expected to choose courses at the 500 level only. Students admitted to 502 may not enroll simultaneously in higher-level language courses, but may take 600-level courses in other areas.

Courses at the 700 and 800 levels are designed for D.M.L. and advanced M.A. and M.M.L. candidates.

Requirements for the M.A. for students accepted to candidacy beginning with the 1982 session of the Spanish School are as follows:

1. Summer of admission: three courses, including 502 (formerly 501) *Advanced Spanish Language* and 560 *Literary Analysis.* Admission to or exemption from 502 is determined by a placement examination administered by mail. Students admitted to 502 will be placed in the most appropriate section at the time of registration. Students **not admitted** to 502 will be required to substitute 501. Students **exempted** from 502 will be required to substitute a 600-level language course. Exemption from 560 may be granted if an equivalent course has been taken. 502 and 560 are prerequisites for courses in the language and literature sequences respectively. The third course may be selected from the offerings in the culture and civilization, literature, or professional preparation areas.

2. Upon successful completion of the first three graduate courses, a student is eligible for admission to official candidacy for the M.A. In some cases, at the discretion of the Spanish School, a student may be required to take a special oral examination to determine if he or she is to be admitted to candidacy.

3. All candidates for the M.A. degree are required to take the following courses:
a. One course in Spanish civilization and culture
b. Three language courses (501 or 502 may be counted as one of these)
c. One course in Latin American literature or culture and civilization
d. 560 *Literary Theory and Analysis*
e. Three literature courses (560 may **not** be counted as one of these). For students not going to Madrid, 583 or 584 **and** 585 or 586 are required courses. For students going to Madrid, 561 *Literature Seminar,* offered in Madrid, is required.

4. The other three courses are electives. Candidates preparing for a teaching career are advised to take at least one course in the area of professional preparation.

Graduate Course Descriptions

Key to three-week courses:
(I) designates session I (July 2-July 21)
(II) designates session II (July 22-August 12)

Note: One graduate unit is equal to three semester hours of credit. *Schedules, texts and staffing are subject to change.*

Language

501 Advanced Writing Labrum

This course makes use of translations, summaries, reports, and compositions in order to develop the writing skills of the students. Grammar points are reviewed once a week in formal discussion and in context when the need arises. **Students must also take Advanced Grammar and Reading.**

Required text: Eugene Savaiano, *2001 Spanish & English Idioms* (New York: Barrons Educational Series); also, special material in course pack form to be purchased at Middlebury.

Recommended text: Guadalupe Valdés, Trisha Dvorak, Thomasina Hannum, *Composicion: Proceso y síntesis,* 2d ed. (New York: Random House, 1989).

501 Advanced Grammar and Reading
Gutiérrez Araus, Saldívar

Students will engage in various activities as they read and analyze a variety of texts to acquire the ability to read and understand advanced texts in literature, criticism and intellectual discourse. In addition, students will receive formal explanations of refined grammatical points reflected in the readings, and undertake a program of vocabulary development focusing on the use of idiomatic expressions. **Students must also take Advanced Writing.**

Required text: Special material in course pack form to be purchased at Middlebury.

Note: 501 replaces the former Level 400 advanced grammar course. It has been designed to accommodate graduate students who have placed below the level of the required 502 course. Students placed in this course must take two sections - Advanced Writing and Advanced Grammar and Reading. Each section meets one hour a day. Upon successful completion of this course, students will have satisfied the 502 requirement and will receive one unit of graduate credit. This course is also open to advanced undergraduates placing higher than the 300 level but these students should consult with their home institutions on whether or not they will accept transfer credit.

502 Advanced Spanish Language
Gutiérrez Araus, Cabrera

The course is a detailed study of some of the more difficult points of grammar and usage: preterite and imperfect; the subjunctive; the infinitive and the gerund and their use in verbal periphrases; *ser* and *estar;* the conditional; personal pronouns and the particle *se;* prepositions. In addition, the course will work on the improvement of oral and written comprehension and production and vocabulary enrichment through a series of exercises. (1 Unit)

Required text: Julio Borrego, José J. Gómez Asencio and Emilio Prieto, *Temas de gramática española: Teoría y práctica* (Salamanca: Universidad de Salamanca, 1986).

Recommended texts: Real Academia Española, *Esbozo de una nueva gramática de la lengua española* (Madrid: Espasa Calpe, 1974); Pablo Domínguez, et al.; *El español idiomático. Frases y modismos del español* (Barcelona: Ariel, 1988); Francisco Marsa, *Diccionario normativo y guía práctica de la lengua española,* 2a ed.(Barcelona: Ariel, 1990).

Note: 502 is obligatory for all first-year graduate students, except those exempted on the basis of the placement test. Those with low placement examination scores will be required to substitute 501 for this course.

518 Syntax of the Spanish Sentence (I) Gómez Asencio

This course begins with a consideration of the structure of the simple sentence and then moves to the different types of dependent clauses, their syntax, and their use. The course will be complemented by practical and creative exercises, identification, segmentation and analysis of the various types of sentences studied. This course meets two hours a day. (1 Unit)

Required text: Material in course pack form to be purchased at Middlebury.

601 Composition and Stylistics Castillo

This course is designed to prepare the advanced student to handle a variety of topics in written Spanish and to improve expressive abilities by appropriate use of form and content. The aim of this course is to teach mastery of the contemporary idiom. (1 Unit)

Required text: Special material in course pack form to be purchased at Middlebury.

614 The Spanish Language in America (II)
Moreno de Alba

Using literature, linguistics and history, this course will study the most important aspects of American Spanish. Beginning with a consideration of the influence of the Andalusian dialect and of native American languages on the development of the Spanish language in America, the course will then study the grammatical, lexical and phonetical differences that characterize the different linguistic zones and the current developments that help shape the unity and variety of American Spanish. This course meets two hours a day. (1 Unit)

Required text: José Moreno de Alba, *El español en América* (México: Fondo de Cultura Económica, 1988).

Culture and Civilization

530 Spanish American Culture Sainz

This course will seek to highlight conflicting social and political systems in Latin America with special emphasis on the problems of development, foreign debt, basic industries, the role of international corporations, relations of dependence and alterations in daily life. (1 Unit)

Required texts: Elizabeth Burgos, *Me llamo Rigoberta Menchú y así me nació la conciencia* (México: Siglo XXI, 1985); Gabriel Careaga, *Mitos y fantasías de la clase media en México* (México: Cal y Arena, 1985); Eduardo Galeano, *Las venas abiertas de América Latina* (México: Siglo XXI, 1985); Omar Cabezas, *La montaña es algo más que una estepa verde* (México: Siglo XXI, 1985); Moema Viezzer, *Si me permiten hablar...Testimonio de Domitila* (México: Siglo XXI, 1988).

533 Pre-Hispanic Nahuatl Culture Escalante

This course will first discuss the fundamental elements of indigenous cultures of Mexico in order to place the Nahuatl peoples in their context and establish the elements of the traditions of Teotihuacán. The second part will analyze the customs of the Mexicans up to the Imperial period and before the arrival of the Spaniards concentrating particularly on social, political and religious structures. (1 Unit)

Required texts: Fray Bernardino de Sahagún, *Historia general de las cosas de la Nueva España* (México: Porrúa); Víctor Castillo, *Estructuras económicas de la sociedad mexicana* (México: UNAM, 1972); Jacques Soustelles, *La vida cotidiana de los aztecas en vísperas de la conquista* (México: Fondo de Cultura Económica).

535 Arabic Spain Hegyi

The eight centuries of Islam in the Iberian peninsula and the relations between Spain and Mediterranean Islamic society offer an opportunity to study the contacts between the two cultures and to assess the impact of the Arabs on the Peninsula. Special attention will be paid to selected topics such as the situation of ethnic-religious minorities, linguistic borrowings, and mutual social influences suffered by both Muslims and Christians. (1 Unit)

Required texts: Julio Caro Baroja, *Los moriscos del Reino de Granada,* 2d ed. (Madrid: ISTMO, 1976); Juan Vernet, *Los musulmanes españoles* (Barcelona: Sayma, 1961) [Panoramas A-Z].

Recommended text: W. Montgomery Watt and P. A. Cachia, *A Short History of Islamic Spain* (Edinburgh: Edinburgh UP, 1965).

538 Spain and the New World Chiclana

This course will deal with those aspects of European culture that were instrumental in promoting the voyages of the Spanish explorers. It will focus particularly on the Spanish situation before the voyages, the eventual confrontation of Spanish and Indian cultures, the great moral polemic relating to the indigeneous populations as well as on the controversy provoked by the terms Discovery, Encounter, Conmemoration. (1 Unit)

Required text: Special material in course pack form to be purchased at Middlebury.

539 Spanish Art in the Period of the Voyages of Discovery Ramón

This course is dedicated to a study of art during the period of the great maritime voyages, from 1475 to 1600. It is the period in which Spain deals with the last vestige of Arabic influence, the end of the Gothic period and the new forms and ideals of the Renaissance. Examples of Hispanic art originating on the American Continent will also be included in the course. (1 Unit)

Recommended texts: Diego Angulo Iñíguez, *Historia del arte* (Madrid: E.I.S.A., 1975); Diego Angulo Iñíguez, *Historia del arte hispanoamericano*, 2 vols. (Barcelona: Salvat, 1945); Enrique Lafuente Ferrari, *Historia de la pintura española*, 2 vols.(Madrid: Akal, 1987); Francisco Morales Padrón, *Historia de Sevilla* (Sevilla: Universidad de Sevilla, Colección de bolsillo).

540 Spanish Music of the Renaissance Gutiérrez Arija

This survey of Spanish music during the XV and XVI centuries will focus on both religious and secular music and will emphasize the distinguishing elements of this period. The vocal and instrumental works of the major composers of the Spanish Renaissance will be studied. (1 Unit)

Required text: Samuel Rubio, *Historia de la música española. Tomo II: Desde el "ars nova" hasta 1600* (Madrid: Alianza, 1988).

545 Theater Workshop Plata

The purpose of the workshop, conceived as a linguistic and cultural experience, is to expose students to the nature of drama and to acquaint them with a selection from Spanish dramatic literature. The work for the course will be of a practical nature and will have two stages. The first stage introduces the students to the basics of acting through dramatic readings, exercises in speech and corporal expression. In the second stage, a play will be prepared and performed as a means of bringing together, in one project, all the work of the course. (1 Unit)

554 The Reshaping of Modern Spain (II) Pastor

This course deals with the transition from authoritarianism to democracy in Spain from a historical perspective. The Franco dictatorship and the beginning of democracy are analyzed from a sociological point of view: ideologies, parties, political and cultural structures, the new constitution, regional autonomies, and the European Community. (.5 Unit)

Required texts: Juan Pablo Fusi, Franco, 4a ed. (Madrid: El País, 1988); Vicente Palacio Atard, *Juan Carlos I y el advenimiento de la democracia;* Nueva Austral 87 (Madrid: Espasa-Calpe, 1989).

556 The Spanish Nation-State: 1492-1992 (II) Pastor

In the genesis of the Spanish nationality, we will analyze the role of religion and the monarchy, as well as dissident forces, the crisis of the Nation-State, Spanish nationalism, regional nationalisms, and European internationalism. (.5 Unit)

Required texts: Andrés de Blas Guerrero, *Sobre el nacionalismo español* (Madrid: Centro de estudios constitucionales, 1989); José Ortega y Gassett, *España invertebrada*, 29a ed.(Madrid: Alianza, 1988); Pierre Vilar, *Historia de España*, 24a ed.(Barcelona: Crítica, 1990).

Literature

560 Literary Theory and Analysis

Andreu, Carreño, Leiva, Livosky, Polo de Bernabé

This course examines the foundations of literary analysis and theory. It is divided into three segments, each of which is devoted to the analytic strategies pertinent to one major genre: narrative, poetry and drama. In addition, students are expected to read selections on modern critical theory such as structuralism, psychoanalytic criticism, reception theory and feminism. Each student will produce several analyses of Hispanic texts and actively participate in class discussions. (1 Unit)

Required texts: N. H. Abrams, *A Glossary of Literary Terms*, 5th ed. (New York: Holt, Reinhart and Winston, 1988); Jorge Luis Borges, *Ficciones*, 18a ed. (Madrid: Alianza Editorial, 1990); Lope de Vega, *Fuenteovejuna*, 10a ed. (Madrid: Ediciones Cátedra, 1989); Benito Pérez Galdós, *Misericordia*, ed. Luciano García Lorenzo (Madrid: Ediciones Cátedra, 1982); Raman Selden, *Practicing Theory and Reading Literature: An Introduction* (Lexington, Ky: Univer-

sity Press of Kentucky, 1989); C. Virgilio, T. Valdivieso and E. Friedman, *Aproximaciones al estudio de la literatura hispánica*, 2d ed. (New York: Random House, 1989).

Note: This course is obligatory for all first-year graduate students. Exemption may be granted if an equivalent course has been taken.

583 Spanish Survey to the Seventeenth Century Livosky

This course will study representative works of medieval and Golden Age Spanish literature. It will deal with the medieval and Renaissance views of human life as well as with the social, religious and intellectual preoccupations of Spain during this period. Students will write short papers and take a final examination. (1 Unit)

Required texts: Pedro Calderón de la Barca, *La vida es sueño, ed.* Ciriaco Morón, 17a ed. (Madrid: Cátedra, 1989); Miguel de Cervantes, *Novelas ejemplares*, vol. III, ed. J. B. Avalle Arce (Madrid: Castalia, 1985); *Lazarillo de Tormes*, ed. Francisco Rico (Barcelona: Editorial Planeta, 1980); *Poesía lírica del Siglo de Oro*, ed. Elias L. Rivers (Madrid: Cátedra, 1985); Fernando de Rojas, *La Celestina*, ed. Dorothy Sherman Severin, 3a ed. (Madrid: Cátedra, 1970); Tirso de Molina, *El burlador de Sevilla*,ed. Alfredo Rodríguez López, 2a ed. (Madrid: Cátedra, 1990).

584 Spanish Literature of the Nineteenth and Twentieth Centuries Carreño

This course will review some key texts of nineteenth- and twentieth-century Spanish literature. The main goal is to trace a coherent articulation of the different genres according to modern literary theory criteria (e.g., the question of textual representation, narrative techniques, etc.), and to analyze in depth the examples we have chosen for our readings. (1 Unit)

Required texts: Antonio Buero Vallejo, *En la ardiente oscuridad*, Nueva Austral 124 (Madrid: Espasa Calpe, 1990); Camilo José Cela, *La familia de Pascual Duarte* (Barcelona: Destino, 1990); Federico García Lorca, *La casa de Bernarda Alba*, Nueva Austral 77 (Madrid: Espasa Calpe, 1990); Benito Pérez Galdós, *Misericordia*, ed. Luciano García Lorenzo (Madrid: Ediciones Cátedra, 1982); Miguel de Unamuno, *San Manuel Bueno, mártir y tres historias más*, Colección Austral 254 (Madrid: Espasa Calpe,1989); José Zorrilla, *Don Juan Tenorio*, Nueva Austral 51 (Madrid: Espasa Calpe, 1990). Other short texts will be furnished during the course.

585 Latin American Literature to the Nineteenth Century Concha

We will study representative works of the period that encompasses Colonial times, the Wars of Independence and the development of national consciousness. (1 Unit)

Required texts: Anonymous, *Popol Vuh* (México: Fondo de Cultura Económica, Col. Tierra Firme); Bartolomé de las Casas, *Brevísima relación de la destrucción de las Indias* , 5a ed. (Madrid: Cátedra, 1989); Sor Juana Inés de la Cruz, *Obras completas* (México: Porrúa, 1951); Domingo F. Sarmiento, *Facundo* (México: Porrúa); José Martí, *Política de nuestra América* (México: Siglo XXI, 1984); Rubén Darío, *Prosas profanas*, Colección Austral 404 (Madrid: Espasa-Calpe, S.A.)

586 Latin American Literature from Modernismo to the Contemporary Period Mejía

Starting with *modernismo*, the class will review the evolution of Latin American literature from the end of the nineteenth century to the present. Particular emphasis will be placed on those authors and texts that reflect the main renovating movements of this literature. (1 Unit)

Required texts: Jorge Luis Borges, *Ficciones*, 18a ed. (Madrid: Alianza Editorial, 1990); Rómulo Gallegos, *Doña Bárbara*, Colección Austral 168, 38a ed. (Madrid: Espasa Calpe, 1977); Gabriel García Márquez, *El general en su laberinto* (Buenos Aires: Sudamericana, 1989); Horacio Quiroga, *Cuentos* (México: Porrúa, 1989); and poetry in course pack form to be purchased at Middlebury.

663 Cervantes' *Don Quijote de la Mancha* Casa

A consideration of Cervantes' great work, its structure, its social and historical context, themes, literary theory, changing perspectives on its meaning as well as its essentially human vision. (1 Unit)

Required texts: Miguel de Cervantes, *Don Quijote de la Mancha*, ed. Luis Murillo, (3 volumes) (Madrid: Castalia).

665 Myth in Spanish Poetry Castillo

This course will examine from various perspectives the relations between myth and poetry. It will contain a review of the classical myths that were used by Spanish poets, Garcilaso, Arguijo, Alcázar, Herrera, Lope de Vega and Góngora. Other ancient myths as well as the possibility of the creation of new myths in the poems of Unamuno, Machado and Gimferrer will be studied. (1 Unit)

Required text: Special material in course pack form to be purchased at Middlebury.

671 Matter or Word: Women, Experience and Authority Beltrán

The intention of this course is to attempt a total critical scrutiny of two watershed works of the early Renaissance in Spain, *La Celestina* and *La lozana andaluza*. We will combine the study of their context with an analysis of the texts, their styles, their themes, the rhetorical mechanisms that undermine their themes, the schizoid elements embeded in their structures, the interplay of *autores, actores,* and *lectores,* their dialogics, and their possible stance in relation to crown, church and the Great Chain of Being. Special attention will be paid to the treatment of woman as the interpreter of Christian and "natural" order. (1 Unit)

Required texts: G. Douglas Atkins and Laura Morrow, eds., *Contemporary Literary Theory* (Amherst, Mass.: University of Massachusetts Press); Francisco Delicado, *La lozana andaluza,* ed. Bruno Damiani, 4a ed. (Madrid: Castalia, 1990); Fernando de Rojas, *La Celestina,* ed. Dorothy Sherman Severin, 3a ed. (Madrid: Cátedra, 1970).

672 Spanish Hegemony and Colonial Culture in Latin-America Concha

This course will describe and analyze the main trends and aspects of colonial culture in Latin-America. After assessing Columbus' discovery and the social impact of the conquest, we shall deal with some sixteenth-century chronicles, Baroque poetry and pre-Independence thought. Some special topics that will be considered are the Indian legacy, the historical contribution of black slaves, and the status and projection of colonial women, for example: the Saint (Santa Rosa), the intellectual (Sor Juana) and the rebel ("La Quintrala"). (1 Unit)

Required texts: Cristóbal Colón, *Diario* (Madrid: Cultura hispánica, 1972); Bernal Díaz del Castillo, *Historia verdadera de la conquista de la Nueva España;* Jean Franco, *Plotting Women: Gender and Representation in Mexico* (New York: Columbia Univ. Press); Sor Juan Inés de la Cruz, *Obras completas* (México: Porrúa); Alvar Núñez Cabeza de Vaca, *Naufragios y comentarios,* Colección Austral 304 (Madrid: Espasa-Calpe, S.A., 1985); Mariano Picón-Salas, *De la conquista a la independencia* (México: Fondo de Cultura Económica).

673 Chronicles of Encounter Leiva

The objective of this course will be a comparative study of European and native perceptions of the intercultural encounter and its evolution during the XVI century. We will

touch upon the different visions of "the Other", linguistic politics, and the construction of various types of colonial discourses, keeping in mind the historic-cultural context in which they developed. (1 Unit)

Required texts: Cristóbal Colón, *Los cuatro viajes del Almirante y su testamento,* Colección Austral 633, 9a ed. (Madrid: Espasa-Calpe, 1986); Hernán Cortés, *Cartas de relación de la conquista de México,* Colección Austral 547 (Madrid: Espasa-Calpe, 1982); Alonso de Ercilla, *La Araucana* (México: Porrúa, 1986); Inca Garcilaso de la Vega, *Comentarios reales,* (México: Porrúa, 1986); Guamán Poma de Ayala, *Fragmentos de El primer nueva corónica y buen gobierno,* ed. John Murra and Rolena Adorno (México: Siglo XXI, 1980); also, special material in course pack form to be purchased at Middlebury.

761 Modern Critical Theory and Its Application to Hispanic Texts Polo de Bernabé

This course will provide the advanced student of Hispanic literature with the knowledge of modern critical theory that has become indispensable in the academic world of today. The first part will survey the principal trends in the field as presented by the theoreticians themselves. The second part, will concentrate on an in-depth study of three major approaches: deconstruction, psychoanalysis and feminism. Literary texts as well as films will be used to illustrate the discussion. Midterm, application paper and active participation. (1 Unit)

Required texts: Maria Luisa Bombal, *La última niebla. La amortajada* (Barcelona: Seix Barral, 1990); *Cinco maestros,* Alexander Coleman, ed. (New York: Harcourt Brace Jovanovich, Inc., 1969); Jonathan Culler, *On Deconstruction: Theory and Criticism after Structuralism* (Ithaca: Cornell Univ. Press, 1982); Terry Eagleton, *Literary Theory: An Introduction* (Minneapolis, Univ. of Minnesota Press, 1983); Carlos Fuentes, *Aura* (México: Ediciones Era, 1989); *Modern Criticism and Theory: a Reader,* David Lodge, ed. (London: Longman, 1988); Toril Moi, *Sexual-Textual Politics: Feminist Literary Theory* (London: Routledge Chapman & Hall, 1985); Elizabeth Wright, *Psychoanalitic Criticism: Theory to Practice* (London: Routledge Chapman & Hall, 1984); José Zorrilla, *Don Juan Tenorio,* Nueva Austral 51 (Madrid: Espasa Calpe, 1990).

782 When Wor(l)ds Collide Sainz

This course is dedicated to contemporary novels and short stories that describe the encounters of the Spanish and Hispano-American cultures through the various periods of their relationship: wars of conquest, resistance, wars of independence. Particular attention will be paid to the nature and limits of the historical novel. (1 Unit)

Required texts: Miguel Angel Asturias, *Maladrón* (Madrid: Alianza, 1984); Miguel Otero Silva, *Lope de Aguirre, príncipe de la libertad* (Barcelona: Seix Barral); Abel Posse, *Los perros del paraíso* (México: Diana Literaria); Reynaldo Arenas, *El mundo alucinante* (Barcelona: Montesinos, 1981); Carlos Fuentes, *La campaña* (México: Fondo de Cultura Económica); also, special material in course pack form to be purchased at Middlebury.

690 Macintosh Computers in the Extended Classroom (II)
Blake

This three-week course will train the student to create courseware for teaching foreign languages. By the end of the course, students will have acquired the tools needed to author computer courseware. The course is open to novice users of Macintosh although a superficial familiarity with a simple program like MacWrite or MacPaint is highly desirable. More advanced students taking the course will work with the instructor in special sessions to help them progress at their normal pace. This course meets two hours a day. (1 Unit)

Required text: Material in course pack form to be purchased at Middlebury.

Recommended text: Danny Goodman, *The Complete Hypercard Handbook* (New York: Bantam Computer Books, 1987).

694 The Oral Proficiency Interview: Technique, Structure, Rating, and Classroom Applications (I)
Breiner-Sanders

An intensive course, in Spanish, designed to give participants an understanding and working knowledge of the principles of the OPI including the art of interviewing, elicitation technique, the rating scale, the ratable sample, roleplays, and the proficiency guidelines. Practice interviews, critiques, group discussion as well as conducting a personal set of ten recorded interviews on a variety of proficiency levels. This set will be considered as Phase I preparation for those who wish to continue the process toward certification as OPI tester. This course meets two hours a day. (1 Unit)

Required text: ACTFL Testing Manual. Also roleplay cards to be purchased at Middlebury.

696 Trends and Issues in the Teaching of Spanish
Saldívar

This course is designed to provide updated information on theory as well as practice in foreign language teaching. Topics include an introduction to the "non-traditional" teaching methods, teaching, testing, and designing curriculum and materials for proficiency development, using authentic materials for teaching listening and reading comprehension. In addition, each student will research a topic of individual professional interest and apply the information gained to the development of some classroom-ready material. (1 Unit)

Required text: Alice C. Omaggio, *Teaching Language in Context: Proficiency-Oriented Instruction* (Boston: Heinle & Heinle, 1986).

The School in Spain

Instituto Internacional
Miguel Angel, 8
28010 Madrid, SPAIN
Telephone: 319-81-88
Fax No: 410-6232

A valuable complement of the Middlebury summer program is the School in Spain. The capital of Spain offers a wealth of intellectual and cultural possibilities and enjoys a central location, convenient for travel to various regions of the country. The school is located at the Instituto Internacional, a building of great historical and artistic interest in one of the nicest areas of the city and easily accessible to our students.

The school offers both junior and graduate programs during the academic year. Undergraduates may choose either a spring or fall semester or a complete year of study. Candidates for the M.A. degree can choose to attend the academic year in Spain after successfully completing three required courses at the summer session of the Spanish School on the Vermont campus.

Photo by Caramela Alarcón

Courses for the fall semester begin in early September and end with final examinations in mid-December. After the Christmas vacation, the spring semester opens in early January and continues until late May. The resident director is available to advise students at all times throughout the year, beginning with a series of orientation meetings on the Vermont campus during the summer when questions of registration, transportation, housing and excursions in Spain are discussed at length. Students not on the Vermont campus receive all necessary information by mail during the summer months.

During the first week of each semester, all new undergraduates are expected to participate in an orientation program designed to introduce them quickly to life in the Spanish capital and the surrounding area. Excursions are arranged to various points of interest.

All courses are organized by Middlebury College for its own students. They are taught by a distinguished gathering of some of the most renowned scholars of Spain, including members of the Real Academia, university professors and other authorities in the fields of letters, history, the social sciences and the arts. The course offerings are organized with an emphasis on Spain in order to take advantage of the students' presence there.

Housing: Arrangements for accommodations in Madrid are made by the students with the aid of the secretary of the school, who keeps an up-to-date list of families and apartments where Middlebury students have lived in previous years. Prices will vary according to the types of accommodation and the rate of exchange. The director and the secretary will do everything possible to help students settle in Madrid before the opening of classes.

Application: Follow the general procedure explained on page 11. When returning the application, mark the appropriate space to indicate an interest in the program in Madrid. The deadline for application to the junior program in Madrid is March 1 for the fall semester, full year and spring semester. For Middlebury College sophomores the deadline is February 1.

Administrative Staff

Gustavo Mejía, Director (See page 16.)

Eileen P. Kelly, Assistant to the Director, received her B.A. in Latin American Studies and in Government from Wesleyan University. She holds an M.A. in Spanish Language and Literature from Middlebury College.

Elisa González Soldevilla, Secretary to the School in Madrid.

Faculty

The following is a representative list of the faculty:

Teresa Bordón holds a doctorate in Spanish philology and a *licenciatura* in philosophy and letters from the Complutense University in Madrid. Professor Bordón teaches courses on methodology and colloquial Spanish.

Carlos Bousoño received his doctorate with a thesis on the Nobel Prize-winning poet Vicente Aleixandre. His critical works have won him the *Premio Fastenrath* and the *Premio Nacional de Literatura;* for his poetry, he has received two *Premios de la Crítica.* In 1979, Professor Bousoño was elected to the *Real Academia Española.* His latest books are an anthology of his poetry and a work on criticism, *Epocas literarias y evolución.*

Eduardo Camacho was Director of Studies of the Middlebury College School in Spain from 1972 to 1989. Professor Camacho was born in Colombia where he received a *licenciatura* in philosophy and letters from the University of the Andes in Bogotá. He continued his studies in Spain and earned his doctorate in Romance languages at the Central University of Madrid. He has been professor at the University of the Andes and at the State University of New York at Albany. He taught at the Middlebury Spanish School for many years, serving as director from 1972 to 1982. He has published several books of literary criticism including *La elegía funeral en la poesía española* and *Naturaleza, historia y poética en Pablo Neruda,* a critical edition of *Martin Fierro* and *José Asunción Silva: Antología - Prosa y verso,* which he co-authored with Gustavo Mejía. His most recent novel, *Aquellos rojos años,* appeared in 1990.

Rafael Castillo. (See page 13.)

Ricardo Doménech has held the position of director of the *Escuela Superior de Arte Dramático,* and is currently teaching there. He has published several books of criticism and short stories. Among Professor Doménech's latest titles are *La pirámide de Khéops* and *Tiempos.*

Jesús Fernández Alvarez of Asturias, Spain, studied philosophy and letters at the University of Madrid. He has taught for North American programs in Madrid since 1966 and was a professor at the Middlebury College Spanish School in Vermont for many summers. Professor Fernández is the author of *El subjuntivo,* and has also co-authored *Perífrasis verbales* and the three books of *Curso intensivo de español.* He is now working on a monographical study on the Spanish indicative.

Secundino González Marrero holds a doctorate in political science from the Complutense University in Madrid. Professor González teaches contemporary Spanish politics at both the graduate and undergraduate level.

Kim Griffin is currently working on her Ph. D. at Ohio State University, and is the Director of International Programs at *Colegio Europeo de Estudios Superiores*. She received her M.A. from Middlebury College and has taught at the Spanish School summer program. She previously taught at the *Academia Ripolles* in Madrid and at Notre Dame High School in Elmira, New York.

María Luz Gutiérrez Araus. (See page 14.)

Selma Margaretten received her doctorate from the Complutense University. She has published, in collaboration with José Rubia Barcia, *Américo Castro and the Meaning of Spanish Civilization*, and has translated works by Castro in collaboration with Willard F. King.

Emilio Núñez. (See page 18.)

Alfredo Ramón. (See page 17.)

Regina Sagüés received a *licenciatura* in philosophy and letters from the University of Madrid. She has taught at the *Colegio Estudio* of Madrid since 1969, at the summer session of the Spanish School of Middlebury College from 1971 to 1982, and at Middlebury College in Madrid since 1970.

Alberto Sánchez received *licenciaturas* in law, and in philosophy and letters from the University of Valencia. He teaches at the Middlebury program in Madrid and also serves as the director of *Anales cervantinos*, where many of his articles and reviews have been published. His edition of *Don Quijote* was published by the Editorial Noguer of Barcelona.

José Sánchez Jiménez holds a doctorate in history and a *licenciatura* in psychology from the Complutense University, Madrid. He is also completing a doctorate in social sciences from the Pontifical University of Salamanca. He teaches at both of these universities and in the Diplomatic School of the Ministry of Foreign Affairs. Professor Sánchez Jiménez has written extensively on Spanish rural society and has completed a two-volume *Historia contemporánea* for the Editorial Alhambra, Madrid. He has also edited, in collaboration with M. Tuñón de Lara and J.L. García Delgado, Volume XXXVII of Menéndez Pidal's *Historia de España*, published by Espasa-Calpe.

Carlos Soria Tosantos has a *licenciatura* in Hispanic literature from the University of Madrid. He has edited the magazine of the *Filmoteca Nacional*. He teaches at the Colegio Estudio in Madrid and at several North American university programs.

José Teruel Benavente holds a doctorate and a *licenciatura* from the Complutense University in Madrid. Professor Teruel teaches contemporary Spanish poetry and contemporary Spanish novel at the Middlebury College in Madrid program In addition, he teaches Spanish literature courses at other North American university programs.

Programs of Study

The Junior Program

All courses are organized by Middlebury College for its own students. To be eligible to enroll in the Junior Program, undergraduates must have completed five semesters of college-level Spanish, including a 300-level literature course, with at least a B- average overall and a B average in Spanish. Qualified students may enroll for the fall or spring semester or for the full academic year. Some graduate courses are open to juniors during their second semester in Madrid. In special cases and with permission from the director, an advanced junior may be allowed to take a graduate course which is normally not open to juniors.

It is sometimes required or strongly recommended that a student attend the summer session or a similar program before attending the junior program in Madrid.

Students in the undergraduate program earn the equivalent of eight Middlebury College course units for the academic year in Madrid (four units per semester).

A student's workload must be approved by the resident director. Because a student's home institution determines the number of credits awarded for work abroad, students are urged to discuss the question of transfer credits with their advisors. Middlebury College considers a semester or academic year abroad as equivalent to a semester or academic year in the U.S.

The following list is representative of some of the courses offered in recent years:

319 Spanish Language Bordón

This course reviews grammatical structures and vocabulary and introduces the principles of composition to help students achieve a better command of oral and written Spanish.

333 History of the Zarzuela Núñez

This course studies this genre of Spanish musical theater from its origins in the XVII century to its last manifestations in the decade of the '40's in this century.

343 Spanish Cinema Soria

The objective of this course is the understanding of Spanish society through its cinema. Students view one film a week and study it in the context of Spanish history.

345 History of Contemporary Latin America Mejía

After a quick review of geographical factors (e.g., regions and climate), students will consider the principal problems of Latin American history. A global view of the period between Independence and the first half of the twentieth century will be presented, giving special attention to cultural aspects. The second half of the course will study present day Latin America, with particular attention to the Central American crisis.

401 Composition and Stylistics Sagüés

This course is designed to help students overcome problems with the Spanish language which are common to English speakers.

461 Latin American Literature Mejía

The object of study is the development of Latin American narrative after the Mexican Revolution, and its relation to peculiar natural phenomena and regional life.

Graduate Program

During the required preliminary summer in Vermont, graduate students normally take three courses: *Advanced Spanish Language, Literary Analysis* and one elective course. In Madrid, the students follow a program consisting of four courses one semester, including the required *Literature Seminar*, and five courses the other. The choice depends on academic performance at Middlebury and upon previous studies, needs, and interests.

Students will not be allowed to register for the School in Spain if their conduct or academic performance during the summer is judged unsatisfactory.

The following list is representative of the courses offered in recent years:

Fall Semester

Language

600 Translation: English-Spanish Castillo

Attention will be devoted to exercises in translation, substitution, textual study of literary prose, and composition in order to train students to improve their written work. (1 Unit)

603 Spanish Syntax: The Complex Sentence Gutiérrez Araus

The subject of this course is the subordinate clause, i.e., the subjunctive and its syntactical and semantical implications in the spoken and written language. (1 Unit)

Culture and Civilization

633 Spanish Architecture Ramón

The objective of this course is to teach students to recognize the characteristics and evolution of Spanish architecture through a study of its most important examples, in order that they may have a fuller appreciation of Spanish culture and civilization. (1 Unit)

637 Twentieth-Century Spain Sánchez Jiménez

This course will deal with the following themes: the beginning of the twentieth century in Spain, formation of the capitalistic society in Spain, the dictatorship of Miguel Primo de Rivera and the collapse of the monarchy, the Civil War from 1936-1939, Franco's rule, the decline of Franco's Spain and the birth of the democratic opposition. (1 Unit)

643 History of Latin American Culture Mejía

A historical study of Latin American culture and civilization will be based on the following themes: ideology of the independence movement, *civilización y barbarie, Nuestra América*, regional problems, and cultural identity and the Cuban revolution. (1 Unit)

Literature

561 Literature Seminar Camacho

M.A. candidates are required by the Spanish School to have an understanding of the chronological development of Spanish letters. Weekly lectures are designed to help students organize their literary studies.

All students must take the seminar either during their first or second semester in Madrid. Selection for fall or spring term will be made according to individual schedules.

Students enrolled in the seminar in the fall semester will select three other courses in the fall and five in the spring; those taking the seminar in the spring will elect five courses in the fall and three additional courses in the spring. (1 Unit)

764 Literary Periods and Evolution Bousoño

Students will examine what constitutes a literary epoch and how and why it evolves toward a new epoch and a new generation. Concrete examples will be taken from the poetry of Juan Ramón Jiménez to demonstrate two distinct literary periods and their influence on contemporary authors. (1 Unit)

767 Cervantes: Don Quijote A. Sánchez

Cervantes' thought and style will be analyzed through the careful study of his masterpiece which is considered by many scholars to be the origin of the modern novel. (1 Unit)

769 Contemporary Spanish Theater Doménech

The course will deal mainly with the works of Valle-Inclán, Garcia Lorca, and Buero Vallejo, and incorporate other playwrights whose works may be currently on the boards in Madrid. (1 Unit)

Spring Semester

Language

503 Spanish Language Today Bordón

This course will study and analyze the Spanish language today. We will consider examples of spoken and written language and we will try to isolate the characteristics that differentiate one from the other. (1 Unit)

620 History of the Spanish Language Castillo

This course will trace the history of the Spanish language from its pre-Latin origins to the present by examining the influences of the Greek, Celtic, Germanic and Arab invasions. Students will also examine the Spanish language

in the Hispanic world and the differences among Spanish dialects in Europe and America. (1 Unit)

Culture and Civilization

532 History of Spanish Music Núñez
This course will review the most important moments in Spanish music from the Roman, Visigothic and Mozarabic periods to the present. (1 Unit)

534 Velázquez, Goya, and Picasso Ramón
This course studies the life and works of three Spanish artists as seen through their historical circumstances. (1 Unit)

639 Spanish Cinema Sanz de Soto
The course will cover the Surrealist mode in Spanish cinema with particular attention given to Buñuel, Saura, and Erice. Their films will be studied using Middlebury's video facilities. (1 Unit)

Literature

561 Literature Seminar Camacho
(see listing for Fall semester)

566 The Generation of 1898 A. Sánchez
In this course we will study the writers of the generation of 1898, with particular attention given to Valle Inclán, Unamuno and Maeztu. (1 Unit)

760 Poetry of the Generation of 1927 Bousoño
This course covers the principal poets of the Generation of '27 (Federico García Lorca, Vicente Aleixandre and Luis Cernuda), their respective worlds and systems of expression. After exposure to a structural analysis of contemporary poetry, the student will examine texts of the poets. (1 Unit)

777 Modern Latin American Novel Mejía
This course presents a view of Latin American literature in the past twenty years, including the relationship between specific historical events and their effects on the literature of this period. (1 Unit)

General Remarks: *Middlebury College students with special curricular needs may be able to enroll in selected courses offered by other U.S. universities with programs at the Instituto Internacional. Permission from the director of the Middlebury program is required.*

MIDDLEBURY COLLEGE LANGUAGE SCHOOLS

JOHN M. McCARDELL, JR.
Acting President of Middlebury College
Ph.D., Harvard University

EDWARD C. KNOX
Director of the Language Schools
Vice President for Foreign Languages
Jean Thomson Fulton Professor of Modern Languages and Literature
Ph.D., Yale University

Middlebury College Language Schools	**Schools Abroad**
Arabic	Florence
Chinese	Madrid
French	Mainz
German	Moscow
Italian	Paris
Japanese	
Russian	
Spanish	

For an application to one of the Language Schools, please write to the school of your choice at Sunderland Language Center, Middlebury College, Middlebury, VT 05753-6131.

MIDDLEBURY COLLEGE, a publication, is published by the Middlebury Publications Service, Middlebury, VT 05753-6121.

Middlebury College does not discriminate against any individual on the basis of race, sex, religion, ethnic origin, sexual orientation or handicap in any of its programs or activities. In particular, Middlebury College complies with the 1964 Civil Rights Act, Title IX of the Educational Amendments of 1972, the IRS Anti-Bias regulation and Section 504 of the Rehabilitation Act of 1973. Questions relating to compliance with Sec. 504, Rehabilitation Act of 1973, during the summer session may be addressed to the Coordinator of the Language Schools, Sunderland Language Center, Middlebury College, Middlebury, VT 05753-6131.

Accreditation: Middlebury College is accredited by the Vermont State Department of Education, and the New England Association of Schools and Colleges, which accredits schools and colleges in the six New England states. Membership in one of the six regional accrediting associations in the United States indicates that the school or college has been carefully evaluated and found to meet standards agreed upon by qualified educators.

Middlebury College
The Spanish School
Middlebury, VT 05753 - 6131

Non-Profit Organization
U.S. Postage
PAID
Middlebury College

Русская школа

Middlebury College

Summer 1992 • Academic Year Abroad 1992-93

The Russian School

Middlebury College
Middlebury, Vermont 05753-6131
(802) 388-3711, Ext. 5533

Summer 1992

Nine-Week Session
June 12- August 14
Total Fees - $4,900
(Tuition $3,235; Board $1,180; Room $485)

Six-Week Session
June 29-August 14
Total Fees - $3,625
(Tuition $2,425; Board $855; Room $345)

Academic Year 1992-93

The School in Russia
Graduate and Undergraduate Programs
Fees: Full year-$15,400; Semester-$10,350*

**The comprehensive fee for Russia includes tuition, room, excursions, and round-trip air fare between New York City and Moscow.*

Contents

Letter From the Director 1
Languages at Middlebury 2
Summer in Vermont 4
Curriculum 4
Academic Policies 7
Financial Aid 8
Fees 10
Application and Admission 10
Administration, Faculty and Staff 10-13
1992 Program of Studies 14
The School in Russia 19
Program of Studies 20
Application and Admission 20

Letter from the Director

For over four decades the Russian School at Middlebury College has provided its undergraduate and graduate students with the opportunity to study Russian language, literature, and civilization in the culturally diverse and intellectually challenging conditions of its "total immersion" program. Today, perhaps more than ever before, it is important that we take stock of the extraordinary and often puzzling changes occurring in the Soviet Union. Yet only competence in the language can foster the type of real cultural and historical understanding that will allow us to assess and evaluate recent events properly.

The Russian School creates a cultural context and learning environment that enhances linguistic proficiency and cross-cultural awareness. Classes are conducted by native and near-native instructors from the United States, Canada, and the Soviet Union. Recent years have witnessed the growing application of authentic materials that contribute to the active usage of language as primarily a means of communication. Of special importance are the less formal extracurricular activities such as films, lectures, concerts, and plays. Finally, over the years the students' pledge to speak only Russian for the duration of the session has been the mainstay of the School's tradition of excellence.

I invite you to join other students, as well as teachers, diplomats, and journalists from here and abroad, who will be taking full advantage of the School's rich and varied curriculum. This summer's program will include courses devoted to the study of language, linguistics, ethnicity, literature, business, economics, theater, political science and art history. It will be an educational experience difficult or indeed impossible to match anywhere else.

Добро пожаловать!

Alexander Woronzoff-Dashkoff
Director

Languages at Middlebury

Each summer since the founding of the German School in 1915, Middlebury College has devoted its Vermont campus to the intensive study of languages from beginning to graduate levels. The French and Spanish Schools opened in 1916 and 1917, the Italian School in 1932, Russian in 1945, Chinese in 1966, Japanese in 1970, and the School of Arabic in 1982. In 1949, Middlebury initiated its schools in Europe with the first session of the Middlebury College School in France in cooperation with the University of Paris. In 1951 a similar program in Madrid opened, after which Middlebury established schools in Mainz (1959), Florence (1960), and Moscow (1977). Each of the schools abroad offers both junior year and graduate programs. Juniors from colleges and universities throughout the country join Middlebury College undergraduates for the junior year abroad, and transfer the credits they earn to their home institutions. Graduate students may complete an M.A. by studying abroad for one year in addition to one or two summers in Vermont.

The Language Schools are dedicated to the premise that without real competence in the language there can be no true cultural understanding, and that to be effective, language teaching must provide meaningful insight into the foreign culture. All instruction is intensive and all courses are taught in the foreign language. A "total immersion" experience in dormitories, at meals, and through extra-curricular activities enhances student proficiency. At advanced levels, courses in art, culture, history, language, pedagogy, linguistics, literature, music, and theater are an integral part of the program.

The Language Schools offer programs to answer the needs of various audiences:

- *Those who wish to earn an advanced degree in a foreign language or in a combination of a foreign language and English;*
- *Undergraduate and graduate students who wish to enrich their program of studies at Middlebury or abroad and transfer the credits to their home institutions;*
- *Students, teachers, and other professionals who wish to improve or refresh their foreign language skills or acquire proficiency in a new language necessary for their careers;*
- *Teachers who wish to apply new technologies and methodologies in their foreign language classes.*

The Language Schools are at the forefront of innovation in language teaching. Our language laboratory and computer center represent state-of-the-art technology. Our Master of Modern Languages degree prepares teachers to teach two foreign languages or a foreign language and English. In addition to our regular programs we hold workshops and institutes on topics such as teaching for proficiency and the new technologies.

During the academic year, Middlebury College offers a baccalaureate curriculum which is unusually rich in opportunities for language study. These opportunities include intense and varied programs in Chinese, French, German, Classical Greek, Italian, Latin, Japanese, Russian and Spanish. Enrollments in language courses are particularly high. Middlebury also has a high percentage of language-proficient juniors studying abroad. Many double and joint majors involve advanced language study. The international major enables students in fields other than languages and literature to demonstrate functional foreign language competence by taking advanced courses in their disciplines at a Middlebury school abroad.

Middlebury College thus in fact is an international university with a student body of international orientation. Faculty and program directors represent prestigious universities here and abroad. Rather than a narrowly defined "language school" we see ourselves as a school *for* language. We believe that successful study of a language in its cultural context belongs in the mainstream of any curriculum as one of the most enlightening and humanizing activities in which one can engage.

Middlebury Language Pledge: Language Schools students make a formal commitment to use the foreign language as the only means of communication during the entire session. The pledge, strictly enforced, plays a major role in the success of the program, as both a symbol of one's commitment and an essential part of the language learning process itself.

Summer in Vermont

Middlebury College sits on a hill overlooking a small Vermont town to the east, and the rolling countryside of the Champlain Valley to the west. The campus, self-contained yet only a short walk from town, is especially suited to the Language Schools and their unified approach to learning. Students and faculty live in dormitories assigned to their schools and take meals in dining halls where only the language of study is spoken. The summer climate is usually delightful, with warm days and cool nights. Classes meet in the morning and early afternoon. The schools reserve late afternoons, evenings, and weekends for social and cultural events including plays, films, lectures, concerts, amateur nights, and other enriching diversions from the academically rigorous program. Such activities center on the use of the foreign language and often involve active student participation in planning and performance.

Campus facilities include Starr Library, which houses extensive foreign language collections, and the Music Library with over 10,000 recordings. The Freeman Language Laboratory has individual and group facilities and a large selection of audio and video materials to assist students in the development of their skills. The Ballenger Computer Center offers computer facilities for word processing in a variety of languages. Students can become involved in foreign language programming at the College's radio station, and make use of a wide range of audio-visual equipment, including a video studio, for class projects.

Middlebury College's athletic facilities include an 18-hole golf course, a field house, an indoor pool, eighteen outdoor and eleven indoor tennis courts, racquetball and squash courts, and a fully equipped fitness center. There are jogging, running, and bicycling trails around the campus and in the surrounding countryside.

Curriculum

During the summer, graduate and undergraduate courses are offered in Russian on the Vermont campus, and during the academic year, a course of study is offered at the Middlebury School in Russia. All programs of study emphasize both the development of language skills and the understanding of other cultures. All instruction, from beginning courses through advanced levels, takes place in Russian.

Students may enroll in courses in one language school only and normally enroll in courses at one level only. We determine placement by language proficiency rather than by length of previous exposure to the language.

A summer at the Language Schools is an intensive one by design. Students can expect to spend approximately four to six hours per day in class, drill, and laboratory, in addition to other homework. Because English is not allowed, it can also be strenuous and even stressful, particularly for students attending for the first time. All students should come rested and in good physical and mental shape.

Beginning, Intermediate and Advanced-Intermediate: Levels 100-300 in the nine-week session are equivalent to one full year of study. These courses meet four hours per day with several hours of additional oral and written preparation required.

Advanced Undergraduate: Level 400 is comprised of advanced undergraduate courses which meet four hours per day during the six-week session.

Graduate: Levels 501-900 include a large number of courses in Russian language, literature, linguistics, culture and language pedagogy. Art and music courses are also frequently offered. A normal graduate load is three courses per summer, to be selected in consultation with the director or dean. First-year graduate students are placed in the courses most appropriate to their linguistic proficiency as determined by the placement tests taken prior to registration. Some students may be required to take courses at a lower level before beginning a full load of graduate work.

Poet Bela Akhmedulina

Graduate Degrees

Master of Arts: Candidates for the degree of Master of Arts must hold a baccalaureate degree or the equivalent from an accredited institution of higher education.

The M.A. degree program in Russian is comprised of twelve courses to be taken over a series of summers on the Vermont campus or in a combination of two summers in Vermont and an academic year in Moscow. It is designed as a broadly-based program of study in itself, rather than the first stage of a doctoral program.

Students must successfully complete a preliminary summer in Vermont before being officially accepted to degree candidacy. A highly qualified undergraduate student may accumulate a maximum of six graduate units toward a Middlebury M.A. degree before receipt of the B.A. degree or equivalent, but these units may not count toward both degrees.

The program of study for M.A. candidates is individually planned in consultation with the director and/or dean. Candidates are expected to take a balanced program including at least two courses in each of the three areas of 1) civilization, 2) language and linguistics, and 3) literature. In addition M.A. candidates must take one seminar course on the Middlebury campus.

Master of Modern Languages: The M.M.L. degree certifies a high degree of proficiency and skill in two foreign languages (French, German, Italian, Russian, Spanish) or in a combination of one of these languages and English (at Middlebury's Bread Loaf School of English). It requires an additional twelve courses beyond the M.A. degree, and comprehensive written and oral examinations. The M.M.L. is administered and supervised by the director of the Language Schools in close consultation with the directors of the individual schools involved in a student's program. Inquiries should be addressed to the Director of the Language Schools at Sunderland Language Center, Middlebury College.

Doctor of Modern Languages: The D.M.L. degree in Russian differs from the traditional Ph.D. in its emphasis on a combination of scholarly and practical training. Degree requirements include: a qualifying paper; eight upper-level graduate courses in Russian; two graduate courses in a second language (French, German, Italian or Spanish); comprehensive examinations in both languages; proof of successful teaching experience; a dissertation and its oral defense.

The M.A. in Russian is a prerequisite for entrance to the D.M.L. program. All new students are required to complete a summer of application on the Vermont campus during which they enroll for credit in two advanced graduate courses in Russian and audit a third course which provides the context for the qualifying paper. The instructor of the third (audited) course becomes the director of this paper, which must be completed within the six week graduate session. Inquiries should be addressed to the Director of the Language Schools at Sunderland Language Center, Middlebury College.

Academic Policies

Credits

Credit is defined in terms of *units*. One unit equals three semester hours. The nine-week session (levels 100-300) normally carries a total of four units (twelve semester hours) of credit. The advanced undergraduate course (level 400) is offered in the *six-week* session and awards three units (nine semester hours) of undergraduate credit.

A full six-week graduate program is comprised of three graduate courses for a total of three units (nine semester hours) of credit.

For transfer purposes, the student's home institution determines how many graduate or undergraduate credits will be granted for the summer's work at Middlebury.

All credits expire after ten years, and the Middlebury College Language Schools do not calculate grade point average or class rank.

Transfer Credits

After formal admission to a graduate degree program, candidates for the M.A., M.M.L., and D.M.L. degrees may request permission from the dean to transfer from another institution a maximum of the equivalent of one full-time summer of study at Middlebury. Only courses taken *after* successful completion of the initial summer and formal admission to degree candidacy may be transferred, i.e., courses taken at other institutions before the first summer of study may not be transferred toward a Middlebury graduate degree.

All transfer credits must have been obtained at the graduate level at an accredited college or university offering graduate credit towards an advanced degree.

The courses must have been taught in the foreign language in the areas of language analysis and linguistics, culture and civilization, literature, or professional preparation and must not duplicate courses already taken for degree credit.

All units counted toward a degree must have been taken on a graded, not a pass/fail basis. Only grades of B- and above may be applied toward a Middlebury graduate degree.

All transfer credit courses must be completed by the 31st of May of the year of graduation for August degree candidates and by the 10th of January for March degree candidates. All credits and units expire after ten years, whether earned at Middlebury College or transferred from another institution.

Auditing

Those who are not full-time students may occasionally be permitted to audit upper-level courses with the permission of the director of the school. Auditing is not permitted in levels 100-300, nor are students in those courses permitted to audit courses in other schools. Total auditing costs per week are $845 (tuition $485; room and board $360).

Financial Aid

Middlebury College offers financial assistance to a substantial percentage of students attending the summer sessions and the graduate academic year programs abroad. Aid for the summer is in the form of grant and/or work. Loans may also be available to students enrolled in a Middlebury College degree program. Aid for the academic year abroad is in the form of grant and loan. (Please note: Financial aid for study abroad is not available to undergraduates from other institutions. Consult the financial aid office at your home institution.)

Financial aid is offered on the basis of financial need as determined by the Office of Financial Aid. The Language Schools Financial Aid Application and current federal tax returns are the primary documents used in determining eligibility, although additional information may also be requested. If you are not a U.S. citizens, a permanent resident alien, or a Canadian citizen, you should also complete the Foreign Student Financial Aid Form, which is available from the Office of Financial Aid.

Our financial aid budget is limited and does run out, so you should send a COMPLETE application to the office of Financial Aid as soon as possible after January 1, 1992 to insure the best possible chance of receiving aid. A complete application includes all relevant documents as listed on the checklist on the first page of the Language Schools Financial Aid application. We will begin reviewing your application for completeness upon receipt of the first document you send. Aid decisions for students going abroad are made at the same time as those for

students in the summer session; we will make aid decisions on a rolling basis for those students whose applications are complete AND who have been accepted for admission.

The only cost payable to Middlebury College for the School in Russia is the comprehensive fee. Federal regulations require verification of your enrollment in the program before federal funds can be disbursed. Thus, in cases where financial aid exceeds the comprehensive fee, the portion of your financial aid that is to be refunded to you will NOT be disbursed until you are already abroad. You must plan ahead to have money to cover books and the first month of living expenses abroad. Those students receiving financial aid to go abroad will have a chance during the summer to make individual appointments in the Office of Financial Aid to discuss the logistics of the academic year aid package in detail.

Address inquiries about financial aid to the Office of Financial Aid, The Emma Willard House, Middlebury College, Middlebury, VT 05753-6003, or call (802) 388-3711, ext. 5158. To obtain a language school application, call the Russian School.

Scholarships

The following endowed and named scholarships honor friends or faculty of the Russian School: the Berthe O. Normano Scholarship Fund; the Peter Odabashian Memorial Scholarship Fund; the Anastasia Feodorova Pressman Memorial Scholarship Fund; the Robin Royle Memorial Scholarship Fund.

The Lois Behrman Watson '51 Scholarship Fund, established in 1987, provides financial aid to language teachers who are attending the French, Russian, Japanese or Chinese schools on the Middlebury campus, or the French school abroad.

Candidates for financial aid need not apply for a specific grant. Everyone applying for financial aid will automatically be considered for an award from the appropriate scholarship listed above or from the general grant fund.

Fees

A non-refundable fee of $40 must accompany each new student's application. Upon acceptance, all students are required to pay a $180 enrollment deposit to be applied to the tuition charges. This deposit guarantees a place in the school, but will be refunded in full provided that students notify the school in writing by May 1, 1992 of their decision to cancel their enrollment. Other refunds are subject to the schedule as stated in the *Language Schools Handbook* mailed to enrolled students in May.

Application and Admission

Students may apply for admission for a single summer at any level, for the junior-year program abroad, or for one of the graduate degree programs to be completed over a series of summers in Vermont or in a combination of two summers in Vermont and an academic year in the Soviet Union. They may enroll in courses in one language school only and are normally enrolled in courses at one level only.

The Russian School considers applications on a rolling basis until March 15.

Students at the summer session must be high school graduates, and we strongly recommend that they have completed at least one year of college-level study. Admission is granted on the basis of academic qualifications and the availability of space.

Final placement in courses is determined by students' performance on tests administered before the start of classes. By applying for admission, students indicate willingness to accept the placement deemed proper by the school.

Admission is for one summer only, and admission to one of the Languages Schools is entirely separate from admission as an undergraduate to Middlebury College.

For more information or an application, contact the Russian School at:

Sunderland Language Center
Middlebury College
Middlebury, VT 05753-6131
802/388-3711, ext. 5533

Administration

Director: ALEXANDER WORONZOFF-DASHKOFF. Associate Professor and Chair of Russian, Smith College. Ph.D., University of Southern California.

Dean: THOMAS R. BEYER, JR. C. V. Starr Professor and Chair of Russian, Middlebury College. Ph.D., University of Kansas.

Faculty

TATIANA AKISHINA. Chair of Russian, Moscow Commercial Institute. Ph.D., Moscow Pushkin Institute of Russian Language.

ALEXANDRA BAKER. Instructor of Russian, Middlebury College. M.A. in Russian, Indiana University. M.A. in German, Middlebury College.

KSANA BLANK. Ph.D. candidate, Columbia University.

LINDA BRUCE. Instructor and Russian Language Program Coordinator, University of Southern California. M.A., University of Southern California.

ROBERT CHANNON. Associate Professor of Slavic Languages, Purdue University. Ph.D., Harvard University.

SERGEI DAVYDOV. Professor of Russian, Middlebury College. Ph.D., Yale University.

JOSEPH H. DENNY. Assistant Professor of Russian, University of Cincinnati. Ph.D., University of Michigan.

DINA DUKACH. Lecturer in Russian, Columbia University. Ph.D. equivalent, Moscow Pedagogical Institute.

SVETLANA ELNITSKY. Assistant Professor of Russian, St. Michael's College. Ph.D., McGill University.

HERMAN ERMOLAEV. Professor of Russian and Soviet Literatures, Princeton University. Ph.D., University of California, Berkeley.

HILARY FINK. M.A., Columbia University. Ph.D. candidate, Columbia University.

ALBERT GROTTEL. Assistant Professor of Foreign Languages and Music, St. Cloud University. Ph.D. equivalent, Leningrad Conservatory.

KATHRYN HENRY. Assistant Professor of Russian, University of Vermont. M.A., Middlebury College. Ph.D., Stanford University.

VASSILI N. ISTRATOV. Senior Research Fellow, Moscow State University. Ph.D., Moscow State University.

VIRGINIA A. JAVUREK. M.A. in Russian, Middlebury College.

ALEXIS KLIMOFF. Associate Professor of Russian, Vassar College. Ph.D., Yale University.

MICHAEL KREPS. Associate Professor of Slavic and Eastern Languages, Boston College. Ph.D., University of California, Berkeley.

TERRY KRUGMAN. Teacher of Russian, Dekalb County Schools. M.A., Middlebury College; M.A. Indiana University.

ALLA MATVEEVA. Visiting Assistant Professor, Ohio State University. M.A. equivalent, Moscow Pedagogical Institute.

VLADIMIR D. MILOVIDOV. Research Fellow, Institute of World Economy and International Relations. Ph.D.

KEVIN MOSS. Associate Professor of Russian, Middlebury College. Ph.D., Cornell University.

KAREN L. MYERS. Ph.D. candidate, University for Southern California.

GEMILIA OSTROVSKY. Instructor, Moratina Conservatory W.Y. M.A., Moscow Institute of Theater Arts.

LIDIA PACIRA. Associate Professor of Russian, Hobart and William Smith Colleges. Ph.D., Michigan State University.

MIKHAIL PALATNIK. M.A. in Comparative Literature, Washington University. M.A. equivalent, University of Chernovtsy. Lecturer, Washington University.

CHARLES PAUS. M.A. University of Illinois, Chicago. Ph.D. candidate, University of Southern California

ERIC PERVUKHIN. M.A. equivalent, Moscow Pedagogical Institute. M.F.A., University of Illinois.

NATALIA PERVUKHIN. Assistant Professor of Russian, University of Illinois.
Ph.D., Bryn Mawr.

LARISA RATNIKOVA. Lecturer in Russian, University of Pennsylvania.

NATALIA SADOMSKAYA. Associate Professor of Anthropology, Queens College, CUNY, Adjunct Associate Professor of Anthropology, Columbia University. Ph.D. equivalent, U.S.S.R. Academy of Sciences, Miklukho Maklai Institute of Ethnography.

MAKSIM SHRAYER. Ph.D. candidate, Yale University.

ANATOLY VISHEVSKY. Assistant Professor of Russian, Washington University. Ph.D., University of Kansas.

VLADIMIR VOROPANOV. Director of the Vologda Regional Art Museum. Ph.D.

GREGORI ZISKIN. Theater, film, and television director. Ph.D. candidate, McGill University. M.A. equivalent, Shchukin Theatrical Institute in Moscow. M.A., McGill University.

Administrative Staff

NINA CROW DAYTON. Secretary.

JUDITH OLINICK. Secretary.

1992 Programs of Study

All programs of study at the Language Schools place great emphasis on the development of language skills and the understanding of other cultures. All summer programs are *intensive.*

Beginning, intermediate, and advanced intermediate level courses are offered in the nine-week session (June 12 - August 14). Advanced undergraduate (400 level) and graduate courses are offered in the six-week session (June 29 - August 14).

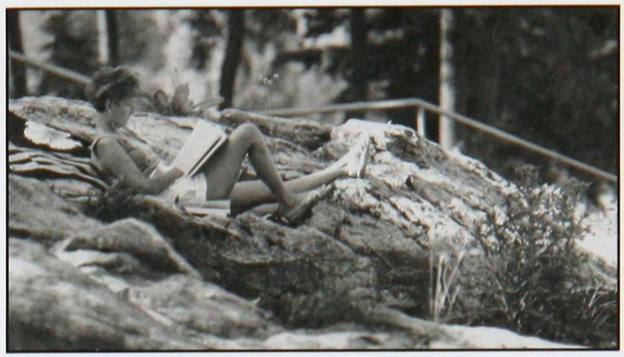
*Intensive Language Courses**

RU 101-102 Beginning Russian Henry and Staff
This course develops all four skills (listening, speaking, reading, and writing) and provides a firm foundation for understanding Russian word formation. Almost all major points of grammar are covered. Daily work outside the class, including assignments in the language laboratory, requires an average of five to eight hours. (4 units)

RU 110 - 210 Advanced Basic Russian
Myers and Staff
During the first half of this course all major points of grammar are studied thoroughly. The second half of the session expands the student's understanding of more sophisticated grammar points including verbal government and prepositions. Special attention is paid to developing listening comprehension and speaking skills through the use of video. Selections from Russian literature and the Soviet press are read and discussed. An average of five to eight hours daily is expected to be spent on preparation for classwork, including work in the language and video laboratories. (4 units)

RU 201-202 Intermediate Russian (Second Year)
Bruce and Staff
This course provides a thorough review and expands the students' understanding of Russian grammar, while stressing continued development of all four skills. Special attention is paid to verbs of motion and to the reading of contemporary texts. Daily work outside the class, including assignments in the language laboratory, requires an average of five to eight hours. (4 Units)

**Courses offered in the nine-week session.*



RU 301-302 Advanced Intermediate Russian (Third-Year) Moss and Staff
This course includes an extensive review of grammar with work on phonetics and intonation. It treats at greater length some points, such as participles and verbal adverbs, that may have been presented only in a rudimentary way in *Intermediate Russian.* There will also be in introduction to reading original literature and Soviet newspapers. The main emphasis is on contemporary conversational Russian. Daily work outside the class, including assignments in the language laboratory, requires an average of five to eight hours. (4 Units)

Advanced Undergraduate Courses*

RU 405, 413, 462 Advanced Russian
Baker, Elnitsky, Pacira, E. Pervukhin, N. Pervukhin
This core program will consist of three courses: *Grammar and Syntax* (1.5 hours daily), *Conversation and Composition* (1.5 hours daily), and *Soviet Literature and Culture* (1 hour daily). The program is designed to further develop students' language abilities at the advanced level. Discussions on literary and cultural topics will be combined with concentration on phraseology and some finer grammatical points, including syntax and elements of stylistics. Daily work outside the class will consist of extensive reading and writing and require four to six hours. (3 Units)

RU 415 Practical Phonetics and Diction
Staff
This study of Russian phonetics and diction reviews correct pronunciation and intonation. It also contains some review of grammar, reading, writing, and conversation, and is especially designed for those students who enroll in the nine-week session but then place into the six week session. (1 Unit)

These courses are offered in the six-week session for undergraduate credit. Graduate credit is offered* ***only* *for courses at the 500 level and above.*

Graduate Courses

I. Civilization

RU 652 **The Emergence of Post-Communist Russia** Istratov

The contemporary political and economic situation in the Soviet Union. The course will focus on the origins of perestroika, the new ideologies and parties, the problem of Union, the new system of government, and some international aspects of the present situation. Lectures and discussion. (1 unit)

RU 646 **The Peoples of the USSR** Sadomskaya

The cultural traditions of various ethnic groups in the Soviet Union with specific emphasis on the peoples of Russia, the Ukraine, the Caucasus, Central Asia and the Baltics. Questions of ethnicity, assimilation, nationality, history, language and culture will be viewed in light of the recent collapse of the multinational Soviet Union. (1 unit)

RU 628 **Russian Art from the Baroque to Realism** Voropanov

History of Russian art from the 18th to the first half of the 19th century focusing on architecture, sculpture, painting, drawing and other topics. Artists to be considered include Rastrelli, Levitskii, Shubin, Briullov, and Kiprenskii. Lectures, discussions, slides. (1 unit)

RU 627 **Russian Theater from Pushkin to Chekhov** Ziskin

A history of 19th century Russian drama and theater as seen through the life and works of Pushkin, Lermontov, Gogol. Ostrovsky, Tolstoy and Chekhov, among others. Reading and analysis of individual plays with special attention given to the improvement of diction, accent and orthoepy. (1 unit)

RU 721 **Business and Management in the USSR** Milovidov

An introduction to recent business developments in the Soviet Union. The course will present lexical features of a new business language resulting from the emergence of independent economic units such as banks, joint ventures, small firms and joint stock enterprises. Issues to be discussed include new types of business organizations, government imposed rules, principles of basic economic reform, and the convergence of centrally planned and free-market economic systems. Readings will be taken from newspapers, journals, and other Soviet economic sources. (1 unit)

II. Language and Linguistics

RU 502 **Advanced Practical Work in Russian** Matveeva

This course will focus systematically on areas of Russian grammar that present the advanced student with special problems: word order, verbal aspects, indefinite pronouns, verbs of motion, etc. Examples will be taken from literary texts as well as from the students' own work. (1 unit)

RU 503 **Advanced Oral Self-Expression** Vishevsky

Designed for students with an excellent command of Russian, this course aims at raising students' proficiency to the level of structural accuracy and vocabulary required for participation in most formal and informal conversations on practical, social, political, and selected professional topics. Extensive reading of media and literary texts; re-creation of everyday situations; radio, TV and feature film assignments. Final oral presentation and oral examination. (1 Unit)

RU 611 **Introduction to Russian Linguistics** Channon

This course is an introduction to concepts and methods of linguistic analysis of language, with application to the analysis of Russian in particular. It supplies the necessary background for more advanced courses in linguistics. Topics covered will include general and Russian phonology, morphology, syntax and semantics, as well as the nature of language and language change (historical linguistics). Some special attention will be given to Russian phonetics. Mid-term and final examinations. (1 Unit)

RU 712 **Structure of Russian** Channon

The object of this course is to introduce students to the grammatical structure of Contemporary Standard Russian. The course will include analysis of elements of the phonological, morphological and syntactic systems of Russian, with a view toward application of the understanding of the structure of Russian to advancing the students' command of the language. The underlying regularities of Russian declension and conjugation will be explored, as well as selected other topics, such as the function of aspect, the role of word order, etc. Mid-term and final examinations. (1 unit)

III. Literature

RU 560 **Readings in Russian Literature**
Davydov

The evolution of genre, style and narrative devices of Russian prose will be documented by a close reading and discussion of sentimental, romantic and modernist texts ranging from Karamzin to Nabokov. The aim of this course is to provide the basic tools for analysis and interpretation. Lectures, discussions oral reports, final paper. (1 unit)

RU 673 **Russian Poetry of the 19th Century**
Kreps

The aim of this course is to acquaint the students with the best lyrical, metaphysical, social, fantastic and love poems written in the Golden Age of Russian poetry. Derzhavin, Pushkin, Baratynsky, Tiutchev, Lermontov, Nekrasov, Fet and others will be read in the context of the major literary movements of the time: classicism, sentimentalism, romanticism and realism. Emphasis will be placed on close reading and discussion of the finer points of verbal art and poetic ingenuity with some consideration of the biographical, social and political background. Lectures, discussions. one paper, final exam. (1 unit)

RU686 **The Shorter Works of Dostoevsky**
Klimoff

Apart from his justly-celebrated novels, Dostoevsky produced a number of shorter works of great literary importance, including such seminal texts as *Notes From the Underground*. The course will focus on a representative selection of short stories, *povesti* and short novels spanning the writer's career. A prior familiarity with at least some of Dostoevsky's major fiction will be assumed. (1 unit)

RU 767 **Contemporary Soviet Prose**
Ermolaev

A study of themes, genres and the artistic aspect of representative works written during the last two decades. A survey of the Soviet literary scene of the time. Reading and analysis of Vladimov's *The Faithful Ruslan*, Erofeev's *Moscow-Petushki*, Trifonov's *The House on the Embankment*, and selected short stories by Tolstaya and Petrushevskaya. Lectures, class discussions and oral reports. Final Examination. (1 unit)

IV. Seminar

RU 888 **Seminar**

Any 700 level course and an additional seminar paper. (This course satisfies the seminar requirement for M.A. candidates.) (1 unit)

The School in Russia

Since September, 1991, the Middlebury School in Russia has been located at Moscow State University. It offers a one-semester program for undergraduate students and an academic year program for graduate students. A resident director, who is a member of the Middlebury College faculty, supervises all aspects of the program.

We believe that study abroad can form an important complement to study in the United States. Indeed, it often provides the occasion for students to profit from a richness of experience and to achieve a level of linguistic maturity not easily attainable in the familiar surroundings of home. Students are expected to maintain the spirit of the Middlebury language pledge while they are in Russia.

Travel arrangements are made by the Middlebury Language Schools and students travel in a group from New York City to Moscow. The comprehensive fee includes tuition and room, round trip travel between New York City and Moscow, and excursions.

Photo by Thomas R. Beyer, Jr.

Program of Studies

Undergraduates take three courses, one each in conversation, composition, and culture/civilization at the newly established Humanities Center of Moscow State University. These small group classes are graded numerically and converted to letter grades. Students also take one course of their choice along with Soviet students. They may select this course from the university curriculum, and it is graded on a pass/fail basis.

Undergraduates receive four units of credit, the equivalent of a semester at Middlebury, for the semester. They live at the main building of the University on Lenin Hills.

Graduate students take six courses, three each semester, chosen from the offerings of Moscow State University. Graduate students receive six units of graduate credit with the numerical grades converted to Middlebury's letter equivalents. Graduate students and the Middlebury resident director are also housed in the main building of the university.

While preference is given to Middlebury College undergraduates, students from other institutions are accepted into the undergraduate program when space permits. Undergraduates must have completed coursework at the third-year level or higher on the Middlebury campus. Graduate students must have completed the 400 level or above at Middlebury to be eligible for the program.

Application and Admission

All graduate students must complete a summer of study on the Vermont campus before going to Moscow. Students who wish to apply should request application materials from the Russian School, Middlebury College, telephone: 802/388-3711, ext. 5532. Upon acceptance to the summer program, they will receive additional information about the Middlebury School in Russia. Please note: Auditors are not permitted.

MIDDLEBURY COLLEGE
LANGUAGE SCHOOLS

JOHN M. McCARDELL, JR.
Acting President of Middlebury College
Ph.D., Harvard University

EDWARD C. KNOX
Director of the Language Schools
Vice President for Foreign Languages
Jean Thomson Fulton Professor of Modern Languages and Literature
Ph.D., Yale

Middlebury College Language Schools	**Schools Abroad**
Arabic	Florence
Chinese	Madrid
French	Mainz
German	Moscow
Italian	Paris
Japanese	
Russian	
Spanish	

For an application to one of the Language Schools, please write to the school of your choice at Sunderland Language Center, Middlebury College, Middlebury, VT 05753-6131.

MIDDLEBURY COLLEGE, a publication, is published by the Middlebury Publications Service, Middlebury, VT 05753-6121.

Middlebury College does not discriminate against any individual on the basis of race, sex, religion, ethnic origin, sexual orientation or handicap in any of its programs or activities. In particular, Middlebury College complies with the 1964 Civil Rights Act, Title IX of the Educational Amendments of 1972, the IRS Anti-Bias regulation and Section 504 of the Rehabilitation Act of 1973. Questions relating to compliance with Sec. 504, Rehabilitation Act of 1973, during the summer session may be addressed to the Coordinator of the Language Schools, Sunderland Language Center, Middlebury College, Middlebury, VT 05753-6131.

Accreditation: Middlebury College is accredited by the Vermont State Department of Education, and the New England Association of Schools and Colleges, which accredits schools and colleges in the six New England states. Membership in one of the six regional accrediting associations in the United States indicates that the school or college has been carefully evaluated and found to meet standards agreed upon by qualified educators.

Middlebury College
The Russian School
Middlebury, VT 05753 - 6131

Non-Profit Organization
U.S. Postage
PAID
Middlebury College

中文學校

Middlebury College

Summer 1992

The Chinese School

Middlebury College
Middlebury, Vermont 05753-6131
(802) 388-3711, Ext. 5520

Summer 1992
Nine -Week Session
June 12- August 14
Total Fees - $4,900
(Tuition $3,235; Board - $1,180; Room - $485)

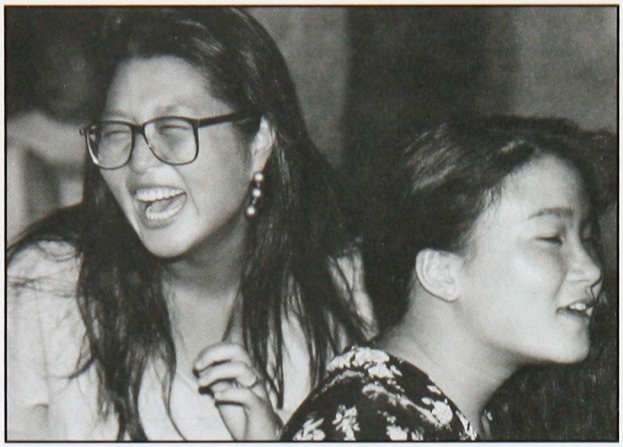
Contents

Languages at Middlebury 1
Summer in Vermont 3
Curriculum 5
Academic Policies 5
Financial Aid 6
Scholarships 7
Awards 7
Fees 7
Application and Admission 8
Administration 8
Program of Studies 9

AG
19

Languages at Middlebury

Each summer since the founding of the German School in 1915, Middlebury College has devoted its Vermont campus to the intensive study of languages from beginning to graduate levels. The French and Spanish Schools opened in 1916 and 1917, the Italian School in 1932, Russian in 1945, Chinese in 1966, Japanese in 1970, and the School of Arabic in 1982. In 1949, Middlebury initiated its schools in Europe with the first session of the Middlebury College School in France in cooperation with the University of Paris. In 1951 a similar program in Madrid opened, after which Middlebury established schools in Mainz (1959), Florence (1960), and Moscow (1977). Each of the schools abroad offers both junior year and graduate programs. Juniors from colleges and universities throughout the country join Middlebury College undergraduates for the junior year abroad, and transfer the credits they earn to their home institutions. Graduate students may complete an M.A. by studying abroad for one year in addition to one or two summers in Vermont.



The Language Schools are dedicated to the premise that without real competence in the language there can be no true cultural understanding, and that to be effective, language teaching must provide meaningful insight into the foreign culture. All instruction is intensive and all courses are taught in the foreign language. A "total immersion" experience in dormitories, at meals, and through extra-curricular activities enhances student proficiency. At advanced levels, courses in art, culture, history, language, pedagogy, linguistics, literature, music, and theater are an integral part of the program.

The Language Schools offer programs to answer the needs of various audiences:

- *Those who wish to earn an advanced degree in a foreign language or in a combination of a foreign language and English;*
- *Undergraduate and graduate students who wish to enrich their program of studies at Middlebury or abroad and transfer the credits to their home institutions;*
- *Students, teachers and other professionals who wish to improve or refresh their foreign language skills or acquire proficiency in a new language necessary for their careers;*
- *Teachers who wish to apply new technologies and methodologies in their foreign language classes.*

The Language Schools are at the forefront of innovation in language teaching. Our language laboratory and computer center represent state-of-the-art technology. Our Master of Modern Languages degree prepares teachers to teach two foreign languages or a foreign language and English. In addition to our regular programs we hold workshops and institutes on topics such as teaching for proficiency and the new technologies.

During the academic year, Middlebury College offers a baccalaureate curriculum which is unusually rich in opportunities for language study. These opportunities include intense and varied programs in Chinese, French, German, Classical Greek, Italian, Latin, Japanese, Russian and Spanish. Enrollments in language courses are particularly high. Middlebury also has a high percentage of language-proficient juniors studying abroad. Many double and joint majors involve advanced language study. The international major enables students in fields other than languages and literature to demonstrate functional foreign language competence by taking advanced courses in their disciplines at a Middlebury school abroad.

Middlebury College is thus in fact an international university with a student body of international orientation. Faculty and program directors represent prestigious universities here and abroad. Rather than a narrowly defined "language school" we see ourselves as a school *for* language. We believe that successful study of a language in its cultural context belongs in the mainstream of any curriculum as one of the most enlightening and humanizing activities in which one can engage.

Middlebury Language Pledge: Language Schools students make a formal commitment to use the foreign language as the only means of communication during the entire session. The pledge, strictly enforced, plays a major role in the success of the program, as both a symbol of one's commitment and an essential part of the language learning process itself.

Summer in Vermont

Middlebury College sits on a hill overlooking a small Vermont town to the east, and the rolling countryside of the Champlain Valley to the west. The campus, self-contained yet only a short walk from town, is especially suited to the Language Schools and their unified approach to learning. Students and faculty live in dormitories assigned to their schools and take meals in dining halls where only the language of study is spoken. The summer climate is usually delightful, with warm days and cool nights. Classes meet in the morning and early afternoon. The schools reserve late afternoons,

evenings, and weekends for social and cultural events including plays, films, lectures, concerts, amateur nights, and other enriching diversions from the academically rigorous program. Such activities center on the use of the foreign language and often involve active student participation in planning and performance.

Campus facilities include Starr Library, which houses extensive foreign language collections including the Nolfi Curriculum Collection, and the Music Library with over 10,000 recordings. The Freeman Language Laboratory has individual and group facilities and a large selection of audio and video materials to assist students in the development of their skills. The Ballenger Computer Center offers computer facilities for word processing in a variety of languages. Students can become involved in foreign language programming at the College's radio station, and make use of a wide range of audio-visual equipment, including a video studio, for class projects.

Middlebury College's athletic facilities include an 18-hole golf course, a field house, an indoor pool, eighteen outdoor and eleven indoor tennis courts, racquetball and squash courts, and a fully equipped fitness center. There are jogging, running, and bicycling trails around the campus and in the surrounding countryside.

Curriculum

The Middlebury Language Schools offer beginning, intermediate and advanced courses in the nine-week summer session of the Chinese School. The intensive language curriculum is generally considered equivalent to approximately one year of study.

Students may enroll in courses in one language school only and normally enroll in courses at one level only. We determine placement by language proficiency rather than by length of previous study of the language.

Intensive language programs in Arabic, French, German, Italian, Japanese, Russian and Spanish; graduate programs and opportunities for study abroad in French, German, Italian, Russian and Spanish are described in the bulletins of the respective schools.

The Chinese School offers courses at five levels: *Beginning, Intermediate, Advanced, Classical Chinese,* and *Readings in Chinese Culture.* Beginning Students use T.T. Ch'en's Chinese Primer, while students in the upper level courses read both contemporary documents and literary texts appropriate to their levels. In CS 301-302, *Advanced Chinese,* and above, classes are conducted exclusively in Chinese, while as much Chinese as possible is used at lower levels. Students in CS 501-502, *Readings in Chinese Culture,* will have an opportunity to read in their own fields of interest. Levels 300 through 500 stress active language usage through written composition and individual conferences with faculty.

The faculty:student ratio in the Chinese School is one to five. Students spend approximately four hours in class each day, with additional twenty-minute individual sessions most afternoons. Homework requires three to five additional hours each day.

Academic Policies

Credit

The Middlebury Language Schools define credit in terms of *units.* One unit equals three semester hours.

The nine-week program in Chinese normally carries a total of four units (twelve semester hours) of credit. *All credits expire after ten years, and the*

Middlebury College Language Schools do not calculate grade point average or class rank.

Transfer Credits

For transfer purposes, the student's home institution determines how many credits, graduate or undergraduate, will be granted for the summer's work at Middlebury.

Auditing

Auditing is not permitted in the intensive language curriculum, nor may students in those courses audit courses in other schools.

Financial Aid

Middlebury College offers financial assistance **based upon an assessment of need** to a substantial percentage of students enrolled in the summer sessions. Aid for the summer session is in the form of grant and/or work. (Loans may also be available to Middlebury College undergraduates enrolled in the summer session.)

Financial aid is offered to students already accepted for admission and only on the basis of financial need as determined by the Office of Financial Aid; the application for admission is a separate process from the application for financial aid. The Language Schools Financial Aid application and current federal tax returns are the primary documents used in determining eligibility, although additional information may also be requested. If you are not a U.S. citizen, a permanent resident alien, or a Canadian citizen, you should also complete the Foreign Student Financial Aid Form, which is available from the Office of Financial Aid.

Our financial aid budget is limited and does run out, so you should send a COMPLETE financial aid application to the Office of Financial Aid as soon as possible after January 1, 1992 to insure the best possible chance of receiving aid. A complete application includes all relevant documents listed on the checklist on the first page of the Language Schools Financial Aid Application. We will begin reviewing your application for completeness upon receipt of the first document you send. The Financial Aid Office will make aid decisions on a rolling basis for those students whose applications are complete AND who have been accepted for admission.

Address inquiries about financial aid to the Office of Financial Aid, The Emma Willard House, Middlebury College, Middlebury, VT 05753-6003, or call (802) 388-3711, ext. 5158. To obtain a financial aid application, call the language school to which you are applying. Again, we remind you that application for financial aid and any offer of aid by the Financial Aid Office is separate from but is subsequent to the process of applying for and being granted admission to the Japanese School.

Scholarships

Several endowed and named scholarships at Middlebury College honor friends, faculty or students of the Language Schools.

The T. T. Ch'en Scholarship, established in 1984, is awarded annually.

The Lois Behrman Watson '51 Scholarship Fund was established in 1987 to provide financial aid to Language School teachers who are attending the French, Russian, Japanese or Chinese School on the Middlebury campus. or the French School abroad.

Candidates for financial aid need not apply for a specific scholarship. We will automatically consider all applicants for an award from the appropriate scholarship fund or from the general grant fund.

Awards

The *Helen T. Lin Award*, established in 1986, is presented annually to an outstanding student in the Chinese School.

Fees

A non-refundable fee of $40 must accompany each new student's application. Upon acceptance, all students must pay a $180 enrollment deposit to be applied to the tuition charges. This deposit guarantees a place in the school, but will be refunded in full provided that students notify the school in writing by May 1 of their decision to cancel their enrollments. Other refunds are subject to the schedule published in the *Language Schools Handbook* mailed to enrolled students in May.

Application and Admission

The Chinese School accepts applicants on a rolling basis from January 1 to March 15. We encourage students to apply early. The Chinese School will not consider applications received after March 15. Students may apply for admission for a single summer at any level. Students must be high school graduates, and we strongly recommend that they have completed at least one year of college-level study.

The Chinese School grants admission on the basis of academic qualifications and the availability of space. We determine final placement in courses by student performance on tests administered before the start of classes. By applying for admission, a student indicates willingness to accept the placement deemed appropriate by the school.

Admission is for one summer only, and admission to one of the Languages Schools is entirely separate from admission as an undergraduate to Middlebury College.

For more information or an application, contact the Chinese School at:

Sunderland Language Center
Middlebury College
Middlebury, Vermont 05753 - 6131
(802) 388-3711, Ext. 5520

Administration

Director: CHIH-P'ING CHOU. Professor and Director, East Asian Studies Program, Princeton University. Executive Director, Chinese Language Teachers' Association. Ph.D., Indiana University.

Dean: JOHN BERNINGHAUSEN. Professor of Chinese, Middlebury College. Ph.D., Stanford

Administrative Staff:
JANIS GREENE. Secretary.

Program of Studies

CS101-102 Beginning Chinese
First-year Chinese begins with a five day concentrated study of Mandarin phonetics and the *Gwoyeu Romatzyh* tonal-spelling system of romanization. For the next six and a half weeks, students concentrate on the eight units of the *Chinese Primer*, studying both the romanization and character texts, liberally supplemented with sentence pattern drills and exercises. A complete series of audio tapes, including vocabulary and pattern drills, prepared at Middlebury and Princeton, accompanies each unit. In addition to the audio tapes, video-tapes of these eight units, prepared with the faculty as actors, are used. The video image is extremely effective in helping the student to internalize the new language patterns. For the last week and a half, supplementary materials are used to introduce simplified characters and the *Pinyin* system of romanization. Other romanization systems will also be presented briefly.

For two hours each day the class meets together for introduction and explanation of new material and for introductory pattern practice; then it divides into small sections (5-8 students) for two hours of drill.

Preparation, including work in the language laboratory, usually requires about five hours of study each day. The language of instruction gradually shifts from English to Chinese and

students are encouraged to speak progressively less English outside the classroom. By the end of the session, students have a good command of basic grammatical construction, a working vocabulary of over 800 words, and active use of about 600 characters. (4 units)

Required Texts: T.T. Ch'en, et al., *Chinese Primer*, Harvard University Press, both romanization and character texts with extensive supplementary materials.

CS 201-202 Intermediate Chinese
While continuing the audio-lingual approach used in CS 101-102, this course also emphasizes the reading of Chinese character texts containing both standard and simplified character forms. The first half of the course will concentrate on consolidating the foundations begun in elementary courses and on developing sentence structure and vocabulary. The textbook will be *Intermediate Chinese*. In the second half of the course, students will view a Chinese movie on videotape and study the screenplay using a study manual. The course will be conducted primarily in Chinese and will be open to students who have completed one full year of language study. By the end of the summer, students should be able to speak with some fluency on conversational topics, write short compositions, and read short essays by modern authors with the aid of a dictionary.

Assignments include translation, composition, sentence exercises, and the use of Chinese to explain the meanings of idioms and phrases. Daily work outside the classroom, including time spent in the language laboratory, requires approximately five hours. (4 units)

Required Texts: Intermediate Reader of Modern Chinese, Chih-p'ing Chou and Der-lin Chao, Princeton University Press, 1992. *Study Manual for the Movie Da Qiao Xia Mian [Under the Bridge]*, Chinese Linguistics Project, Princeton University, 1990.

Recommended Dictionaries: A New Practical Chinese-English Dictionary, edited by Liang Shih-ch'iu, Taipei, The Far East Book Company, 1972. *A New English-Chinese Dictionary*, Hong Kong, Joint Publishing Company, 1975. *Xinhua Zidian*, Commercial Press, Peking.

CS 301-302 Advanced (Modern) Chinese
This course seeks further to develop overall language proficiency through extensive reading of modern texts selected from a wide range of styles and genres. Readings include: 1) essays on academic subjects; 2) modern vernacular literature: essays, short stories and plays as well as the screenplay of a Chinese movie which will then be viewed on videotape; 3) contemporary political material: political writings from the People's Republic of China and from newspapers. Classes are conducted entirely in Chinese. Individual laboratory exercises are required daily.

In addition to 15 class hours per week, students are expected to spend approximately five hours each day reviewing vocabulary, sentence patterns and translations; preparing class materials; listening to lesson tapes; preparing recorded dictation exercises; attending individual sessions with teachers; studying for quizzes and writing compositions. (4 units)

Required texts: Advanced Reader of Modern Chinese, Chih-p'ing Chou, Joanne Yang Chiang and Der-lin Chao, Chinese Linguistics Project, Princeton University, 1992. *Newspaper Readings: America in the People's Daily*, Chih-p'ing Chou and Xuedong Wang, Chinese Linguistics Project, Princeton University, 1992.

Recommended Dictionaries: A New Practical Chinese-English Dictionary, edited by Liang Shih-ch'iu, Taipei, the Far East Book Company, 1972. *A New English-Chinese Dictionary*, Hong Kong, Joint Publishing Company, 1975. *Xinhua Zidian*, Peking, Commercial Press. *Chinese-English Glossary of Current Affairs Words and Phrases*, Peking, Commercial Press.

CS 401-402 Classical Chinese
This course, conducted entirely in Chinese, is an introduction to literary Chinese and is designed for students with no previous training in the classical language but with a minimum of two years of modern Chinese. While the focus of the course is on training students to read, the method of instruction serves simultaneously to enhance proficiency in the vernacular. All lessons are accompanied by laboratory tapes which function as aids in assimilating the texts.

Assignments include: 1) translation from classical into modern Chinese, and vice versa; 2)

exercises in grammar (uses of particles and analysis of sentence structure); 3) essays intended to enhance written expression (both classical and modern). (4 units)

Required texts: Y.C. Liu, *Fifty Stories*, London, Lund Humphries. Selections from *Analects*, *Mencius*, and *Shih-chi*, supplemented by materials prepared at the Chinese School, Middlebury College.

Recommended Dictionaries: A New Practical Chinese-English Dictionary, edited by Liang Shih-ch'iu, Taipei, the Far East Book Company, 1972. *Xiandai Hanyu Cidian*, Hong Kong, Commercial Press. *Tz'u Hai*, Taipei, Taiwan Chung-hua Book Co. *Guhanyu Changyongzi Cidian*, Peking, Commercial Press, 1979.

CS 501-502 Readings in Chinese Culture
The course will be divided into units of two or three weeks in length, each focusing on a broad topic or a particular period of history. Periods and topics in history, literature and the social sciences will be selected to meet students' interests and needs. Designed for advanced graduate and undergraduate students with at least three or more years of Chinese, and preferably with an elementary knowledge of the classical language, the course will be conducted exclusively in Chinese. Because this is essentially a language course, emphasis is placed on bringing students' writing, speaking and reading skills to a high level. Particular emphasis on the development of writing ability will be achieved through completion of weekly essays which will be corrected and explicated in individual sessions. (4 units)

Required Texts: Sharon Shih-jiuan Hou and Chih-p'ing Chou, *The Hu Shi Reader*, Far Eastern Publications, Yale University, 1991. Neal Robbins, *Contemporary Chinese Fiction: Four Short Stories*, Far Eastern Publications, Yale University. Vivian Ling Hsu, *A Reader in Post-cultural Revolution Chinese Literature*, Chinese University of Hong Kong Press.

Recommended Dictionaries: Tz'u Hai, Taipei, Taiwan Chung-hua Book Co. *Xiandai Hanyu Cidian*, Hong Kong, Commercial Press. *A New Practical Chinese-English Dictionary*, edited by Liang Shih-ch'iu, Taipei, the Far East Book Company, 1972.

MIDDLEBURY COLLEGE LANGUAGE SCHOOLS

JOHN M. McCARDELL, JR.
Acting President of Middlebury College
Ph.D., Harvard University

EDWARD C. KNOX
Director of the Language Schools
Vice President for Foreign Languages
Jean Thomson Fulton Professor of Modern Languages and Literature
Ph.D., Yale

Middlebury College Language Schools
Arabic
Chinese
French
German
Italian
Japanese
Russian
Spanish

Schools Abroad
Florence
Madrid
Mainz
Moscow
Paris

For an application to one of the Language Schools, please write to the school of your choice at Sunderland Language Center, Middlebury College, Middlebury, VT 05753-6131.

MIDDLEBURY COLLEGE, a publication, is published by the Middlebury Publications Service, Middlebury, VT 05753-6121.

Middlebury College does not discriminate against any individual on the basis of race, sex, religion, ethnic origin, sexual orientation or handicap in any of its programs or activities. In particular, Middlebury College complies with the 1964 Civil Rights Act, Title IX of the Educational Amendments of 1972, the IRS Anti-Bias regulation and Section 504 of the Rehabilitation Act of 1973. Questions relating to compliance with Sec. 504, Rehabilitation Act of 1973, during the summer session may be addressed to the Coordinator of the Language Schools, Sunderland Language Center, Middlebury College, Middlebury, VT 05753-6131.

Accreditation: Middlebury College is accredited by the Vermont State Department of Education, and the New England Association of Schools and Colleges, which accredits schools and colleges in the six New England states. Membership in one of the six regional accrediting associations in the United States indicates that the school or college has been carefully evaluated and found to meet standards agreed upon by qualified educators.

Middlebury College
The Chinese School
Middlebury, VT 05753 - 6131

Non-Profit Organization
U.S. Postage
PAID
Middlebury College

日本語学校

Middlebury College

Summer 1992

The Japanese School

Middlebury College
Middlebury, Vermont 05753-6131
(802) 388-3711, Ext. 5520

Summer 1992

Nine Week Session
June 12- August 14
Total Fees - $4,900
(Tuition - $3,235; Board - $1,180; Room - $485)

Contents

Languages at Middlebury 1

Summer in Vermont 3

Curriculum 4

Academic Policies 5

Financial Aid 6

Scholarships 7

Fees 7

Application and Admission 7

Administration and Faculty 8

Course Offerings 9

Languages at Middlebury

Each summer since the founding of the German School in 1915, Middlebury College has devoted its Vermont campus to the intensive study of languages from beginning to graduate levels. The French and Spanish Schools opened in 1916 and 1917, the Italian School in 1932, Russian in 1945, Chinese in 1966, Japanese in 1970, and the School of Arabic in 1982. In 1949, Middlebury initiated its schools in Europe with the first session of the Middlebury College School in France in cooperation with the University of Paris. In 1951 a similar program in Madrid opened, after which Middlebury established schools in Mainz (1959), Florence (1960), and Moscow (1977). Each of the schools abroad offers both junior year and graduate programs. Juniors from colleges and universities throughout the country join Middlebury College undergraduates for the junior year abroad, and transfer the credits they earn to their home institutions. Graduate students may complete an M.A. by studying abroad for one year in addition to one or two summers in Vermont.

The Language Schools are dedicated to the premise that without real competence in the language there can be no true cultural understanding, and that to be effective, language teaching must provide meaningful insight into the foreign culture. All instruction is intensive and all courses are taught in the foreign language. A "total immersion" experience in dormitories, at meals, and through extra-curricular activities enhances student proficiency. At advanced levels, courses in art, culture, history, language, pedagogy, linguistics, literature, music, and theater are an integral part of the program.

The Language Schools offer programs to answer the needs of various audiences:

- *Those who wish to earn an advanced degree in a foreign language or in a combination of a foreign language and English;*
- *Undergraduate and graduate students who wish to enrich their program of studies at Middlebury or abroad and transfer the credits to their home institutions;*
- *Students, teachers and other professionals who wish to improve or refresh their foreign language skills or acquire proficiency in a new language necessary for their careers;*
- *Teachers who wish to apply new technologies and methodologies in their foreign language classes.*

The Language Schools are at the forefront of innovation in language teaching. Our language laboratory and computer center represent state-of-the-art technology. Our Master of Modern Languages degree prepares teachers to teach two foreign languages or a foreign language and English. In addition to our regular programs we hold workshops and institutes on topics such as teaching for proficiency and the new technologies.

During the academic year, Middlebury College offers a baccalaureate curriculum which is unusually rich in opportunities for language study. These opportunities include intense and varied programs in Chinese, French, German, Classical Greek, Italian, Latin, Japanese, Russian and Spanish. Enrollments in language courses are particularly high. Middlebury also has a high percentage of language-proficient juniors studying abroad. Many double and joint majors involve advanced language study. The international major enables students in fields other than languages and literature to demonstrate functional foreign language competence by taking advanced courses in their disciplines at a Middlebury school abroad.

Middlebury College is thus in fact an international university with a student body of international orientation. Faculty and program directors represent prestigious universities here and abroad. Rather than a narrowly defined "language school" we see ourselves as a school *for* language. We believe that successful study of a language in its cultural context belongs in the mainstream of any curriculum as one of the most enlightening and humanizing activities in which one can engage.

Middlebury Language Pledge: Language Schools students make a formal commitment to use the foreign language as the only means of communication during the entire session. The pledge, strictly enforced, plays a major role in the success of the program, as both a symbol of one's commitment and an essential part of the language learning process itself.

Summer in Vermont

Middlebury College sits on a hill overlooking a small Vermont town to the east and the rolling countryside of the Champlain Valley to the west. The campus, self-contained yet only a short walk from town, is especially suited to the Language Schools and their intensive approach to learning. Students and faculty live in dormitories assigned to their schools and take meals in dining halls where only the language of study is spoken. The summer climate in this region is generally quite pleasant with many warm summer days and temperate nights during the average summer. Classes meet in the morning and early afternoon. The various Schools reserve late afternoons, evenings and weekends for social and cultural events including plays, films, lectures, concerts, amateur nights and other enriching diversions from the academically rigorous program. Such activities center on the use of the foreign language and often involve active student participation in planning and performance.

Campus facilities include Starr Library, which houses extensive foreign language collections including the Nolfi Curriculum Collection, and the Music Library with over 10,000 recordings. The Freeman Language Laboratory has individual and group facilities and a large selection of audio and

video materials to assist students in the development of their skills. The Ballenger Computer Center offers computer facilities for word processing in several languages. Students can become involved in foreign language programming at the College's radio station. They use a wide range of audio-visual equipment, including a video studio, for class projects.

Middlebury College's athletic facilities include an 18-hole golf course, a field house, an indoor pool, eighteen outdoor and eleven indoor tennis courts, one enlarged racquetball court and seven squash courts, and a fully-equipped fitness center. There are jogging, running and bicycling trails around the campus and in the surrounding countryside.

Curriculum

The Japanese School offers courses at four levels: first-year, second-year, intermediate, and advanced Japanese. The first- and second-year courses will focus on basic structure and skills in using the Japanese language. The courses will emphasize all four skills: speaking, listening, reading and writing. Grammar principles will be discussed in English for one hour a day, but all other instruction and practice will take place in Japanese. The intermediate and advanced levels will focus on the four skill areas, using authentic materials and a total immersion approach. Students will be required to read newspaper articles, short stories and essays, as well as watch modern TV programs and movies. All students will receive instruction in Japanese culture and take part in cultural activities with a visiting professor from Hokkaido University. The faculty/student ratio is approximately one to five.

The basic goal of Middlebury's Japanese School is to prepare students to function well with native speakers of Japanese, and to feel comfortable with communicating in the Japanese language. The intensive language curriculum at each level generally corresponds to approximately one year of study in a typical college or university course. Students may enroll in courses in one language school only, and normally enroll in courses at one level only. Placement is determined by language proficiency rather than by length of previous study of the language.

A summer at the Language Schools is an intensive one by design. Students can expect to spend approximately four to six hours per day in class, drill and laboratory, in addition to other homework. Because English is not allowed, it can be strenuous and even stressful, particularly for students attending for the first time. All students should come rested and in good physical and mental shape.

Academic Policies

Credits

The Middlebury Language Schools define credit in terms of *units*. One unit equals three semester hours.

The nine-week program in Japanese normally carries a total of four units (twelve semester hours) of credit. *All credits expire after ten years, and the Middlebury College Language Schools do not calculate grade point average or class rank.*

Transfer Credits

For transfer purposes, the student's home institution determines how many credits, graduate or undergraduate, will be granted for the summer's work at Middlebury.

Auditing Not Permitted

Auditing is not permitted in the Japanese School nor are students permitted to audit courses in other schools.

Financial Aid

Middlebury College offers financial assistance **based upon an assessment of need** to a substantial percentage of students enrolled in the summer sessions. Aid for the summer session is in the form of grant and/or work. (Loans may also be available to Middlebury College undergraduates enrolled in the summer session.)

Financial aid is offered to students already accepted for admission and only on the basis of financial need as determined by the Office of Financial Aid; the application for admission is a separate process from the application for financial aid. The Language Schools Financial Aid application and current federal tax returns are the primary documents used in determining eligibility, although additional information may also be requested. If you are not a U.S. citizen, a permanent resident alien, or a Canadian citizen, you should also complete the Foreign Student Financial Aid Form, which is available from the Office of Financial Aid.

Our financial aid budget is limited and does run out, so you should send a COMPLETE financial aid application to the Office of Financial Aid as soon as possible after January 1, 1992 to insure the best possible chance of receiving aid. A complete application includes all relevant documents listed on the checklist on the first page of the Language Schools Financial Aid Application. We will begin reviewing your application for completeness upon receipt of the first document you send. The Financial Aid Office will make aid decisions on a rolling basis for those students whose applications are complete AND who have been accepted for admission.

Address inquiries about financial aid to the Office of Financial Aid, The Emma Willard House, Middlebury College, Middlebury, VT 05753-6003, or call (802) 388-3711, ext. 5158. To obtain a financial aid application, call the language school to which you are applying. Again, we remind you that application for financial aid and any offer of aid by the Financial Aid Office is separate from but is subsequent to the process of applying for and being granted admission to the Japanese School.

Scholarships

Several endowed and named scholarships at Middlebury College honor friends, faculty or students of the Language Schools.

The Lois Behrman Watson '51 Scholarship Fund was established in 1987 to provide financial aid to Language School teachers who are attending the French, Russian, Japanese or Chinese School on the Middlebury campus or the French School abroad.

Candidates for financial aid need not apply for a specific scholarship. We will automatically consider all applicants for an award from the appropriate scholarship fund or from the general grant fund.

Fees

A non-refundable fee of $40 must accompany each new student's application. Upon acceptance, all students must pay a $180 enrollment deposit to be applied to the tuition charges. This deposit guarantees a place in the school, but will be refunded in full provided that students notify the school in writing by May 1, 1992 of their decision to cancel their enrollments. Other refunds are subject to the schedule published in the *Language Schools Handbook* mailed to enrolled students in May.

Application and Admission

The Japanese School accepts applicants on a rolling basis from January 1 to March 15. We encourage students to apply early. Only COMPLETED application packets will be considered by the Dean of the School. The Japanese School cannot guarantee to consider applications received after March 15. Students may apply for admission for a single summer at any level. Students must be high school graduates by the time the School commences, and

in most cases we strongly recommend that they have completed at least one year of college-level study.

The Japanese School grants admission on the basis of academic qualifications and the availability of space. We determine final placement in courses by student performance on tests administered right before the start of classes. By applying for admission, a student indicates willingness to accept the placement deemed appropriate by the School.

Admission is for one summer and for one Language School only, and admission to one of the Languages Schools is entirely separate from admission as an undergraduate to Middlebury College.

For more information or an application, contact the Japanese School at:
Sunderland Language Center
Middlebury College
Middlebury, Vermont 05753 - 6131
(802) 388-3711, Ext. 5520

Administration and Faculty

Director: MASAKAZU WATABE, Chair, Department of Asian and Near Eastern Languages, Brigham Young University. Ph.D., University of Southern California.

Dean: NOBUO OGAWA. Associate Professor of Japanese, Middlebury College. Ph.D., University of Pennsylvania.

Faculty (Professors in Charge)*
HIDEO TOMITA (First-Year Japanese). Instructor, Kenyon College.

MASAKAZU WATABE (Second-Year Japanese).

NOBUO OGAWA (Intermediate Japanese).

DENNIS WASHBURN (Advanced Japanese). Assistant Professor, Harvard University. Ph.D., Yale University.

Administrative Staff
JANIS GREENE. Secretary.

* Other faculty to be appointed.

Course Offerings

JA 101-102 Elementary Japanese
Watabe, Tomita and staff

This course covers the basic framework of the Japanese language: grammatical structures, vocabulary, *hiragana, katakana,* and some elementary *kanji.* It focuses on building a solid foundation in the structure of the Japanese language, and on developing conversational, reading and writing skills. Students will attend classes for four hours each day. There will be one hour of lecture in English to discuss the structure of the language and its culture; then the class will be divided into three small groups to participate in creative drills and communicative exercises with authentic situations and materials, and to begin reading elementary stories and writing sentences in Japanese. Because the course covers one year's worth of material in nine weeks, the program is extremely intensive and students should understand that the class will move quickly and require a great deal of memorization and practice. Daily work outside of class is expected to average between four and six hours.

At the end of the session, students should be able to conduct basic conversations in Japanese, write simple compositions, and read short pieces written within the vocabulary and grammatical limitations of first-year Japanese. Students may be able to attain a good command of basic Japanese and will likely have acquired important sociocultural information which they can further develop as they go on to study at the second-year level. (4 units)

Required Texts: E. Jorden and M. Noda, *Japanese: The Spoken Language, Part I and Part II,* Yale University Press. M. Watabe, *Toward Better Japanese, Part I.* Other supplementary materials for reading, writing and conversation.

JA 201-202 Second-Year Japanese

Watabe and staff

This course is designed for students who have completed one year of relatively rigorous formal training (or its equivalent) in **both** spoken and written Japanese. It seeks to reinforce students' control of those major grammatical items that appear in introductory texts, and to present more advanced grammatical and vocabulary items. Students will review the basic grammar introduced in first year Japanese through reading, writing, and other activities. More advanced grammatical points and vocabulary items will also be introduced to make the transition to intermediate Japanese easier and smoother. Students will attend class for four hours each day: one hour of lecture in English and three hours working in small groups on creative pattern drills and communicative exercises with authentic situations and materials. Daily work outside of class is expected to average between four and six hours.

By the end of the session, students are expected to master the basic grammar of the Japanese language, and have the basic skills that would be required to live in Japan: making requests, making phone calls, reporting events, making reservations, asking for permission, etc. Students will improve their abilities to understand and produce original sentences with relative ease in various situations, and will be able to read authentic stories and articles in Japanese. They will also learn the basics of Kanji and how they are put together to learn kanji more systematically. (4 units)

Required Texts: E. Jorden and M. Noda, *Japanese: The Spoken Language, Part II and Part III.* M. Watabe, *Toward Better Japanese, Part I and Part II.*

Recommended Texts: Nelson, *The Modern Reader's Japanese-English Character Dictionary.* S. Makino and M. Tsutsui, *A Dictionary of Basic Japanese Grammar,* Tokyo, The Japan Times.

JA 301-302 Intermediate Japanese

Ogawa, Aoki, Warnick

Students taking *Intermediate Japanese* should have had at least two years of rigorous formal language training. A variety of authentic materials including essays, short stories, a movie script and newspaper articles will be used as texts. The course will be conducted entirely in Japanese. Students will attend class for four hours each day. Daily work outside of class is expected to average between four and six hours. Students will gradually learn most of the *joyo kanji.* Emphasis is on development of reading skills and strategies, yet the other language skill areas will also receive attention. Writing should improve through various exercises and compositions while speaking ability will be enhanced through oral drills and conversation. Course materials are designed to foster an appreciation of the socio-cultural background of contemporary Japan. A Japanese made-for-TV movie will provide additional aural-oral practice.

By the end of the session, students' reading ability should enable them to handle modern Japanese materials with the help of the dictionary. They should also be able to carry on daily conversation with relative ease. (4 units)

Recommended materials: Kenkyusha, *New Japanese-English Dictionary;* Nelson, *The Modern Reader's Japanese-English Character Dictionary.*

JA 401-402 Advanced Japanese
Washburn, Watanabe and Ito

This course is designed for graduate and undergraduate students with advanced skills in spoken and written Japanese. The prerequisite is at least three or more years of rigorous formal study in modern Japanese.

Instruction takes a multi-skilled approach with focus upon reading various authentic materials such as social science reading materials, newspapers, novels, essays, etc. Extensive use of video and audio tapes will aid in improving aural-oral skills. This course will be conducted entirely in Japanese and so it requires a high level of proficiency in all four language skills. In particular, however, the course will emphasize advances in writing ability. Students will produce four or five pragmatic writings which will be corrected and explicated in individual diagnostic sessions. Students will also be encouraged to help those at lower levels of study.

By the end of the session, students should have greater fluency in daily conversation and enhanced ability to express their views on various subjects. Students will also be urged to do as much collateral reading as possible in Japanese newspapers and magazines. Students attend class for four hours each day. Daily work outside the classroom requires an average of four to six hours. (4 units)

MIDDLEBURY COLLEGE
LANGUAGE SCHOOLS

JOHN M. McCARDELL, JR.
Acting President of Middlebury College
Ph.D., Harvard University

EDWARD C. KNOX
Director of the Language Schools
Vice President for Foreign Languages
Jean Thomson Fulton Professor of Modern Languages and Literature
Ph.D., Yale

Middlebury College Language Schools
Arabic
Chinese
French
German
Italian
Japanese
Russian
Spanish

Schools Abroad
Florence
Madrid
Mainz
Moscow
Paris

For an application to one of the Language Schools, please write to the school of your choice at Sunderland Language Center, Middlebury College, Middlebury, VT 05753-6131.

MIDDLEBURY COLLEGE, a publication, is published by the Middlebury Publications Service, Middlebury, VT 05753-6121.

Middlebury College does not discriminate against any individual on the basis of race, sex, religion, ethnic origin, sexual orientation or handicap in any of its programs or activities. In particular, Middlebury College complies with the 1964 Civil Rights Act, Title IX of the Educational Amendments of 1972, the IRS Anti-Bias regulation and Section 504 of the Rehabilitation Act of 1973. Questions relating to compliance with Sec. 504, Rehabilitation Act of 1973, during the summer session may be addressed to the Coordinator of the Language Schools, Sunderland Language Center, Middlebury College, Middlebury, VT 05753-6131.

Accreditation: Middlebury College is accredited by the Vermont State Department of Education, and the New England Association of Schools and Colleges, which accredits schools and colleges in the six New England states. Membership in one of the six regional accrediting associations in the United States indicates that the school or college has been carefully evaluated and found to meet standards agreed upon by qualified educators.

Middlebury College
The Japanese School
Middlebury, VT 05753 - 6131

Non-Profit Organization
U.S. Postage
PAID
Middlebury College

معهد اللغة العربية

Middlebury College

Summer 1992

The School of Arabic

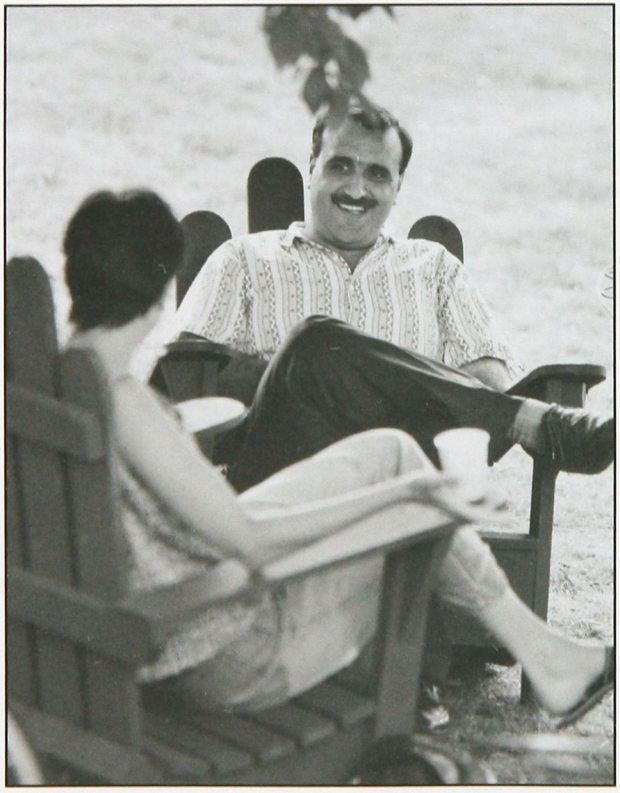
Middlebury College
Middlebury, Vermont 05753-6131
(802) 388-3711, Ext. 5512

Summer 1992

Nine Week Session
June 12 - August 14
Total Fees - $4,900
(Tuition - $3,235; Board - $1,180; Room - $485)

Contents

Letter from the Director 1
Languages at Middlebury 2
The School of Arabic 8
Faculty 9
Program of Studies 10



Letter from the Director

Ahlan wa sahlan wa marhaban!

It gives me great pleasure to write this letter on the tenth anniversary of the school to tell you about our program. In my second year as director of the school, I feel both privileged and challenged: privileged to be associated with an institution that has established an excellent reputation in the field of Arabic over the past ten years and challenged to move the school into a new decade of success.

Since its inception in 1982, the School of Arabic at Middlebury College has had a tremendous impact on the field of teaching Arabic in the United States. Middlebury has played a key role in emphasizing the teaching of oral skills and in the development of instructional materials that reflect the latest trends in foreign language pedagogy. The School of Arabic is now in the process of updating its curriculum with the inclusion of colloquial Arabic as well as special courses to meet student needs. In addition, through a three-year grant from the National Endowment for the Humanities, the school will continue to develop new materials for the various skills at all levels.

Since 1982, the school has attracted over 450 students from the U.S. and abroad. The school combines rigorous coursework with a total immersion environment. Students are involved with the language in every aspect of their daily lives, from classwork to meal time. Teachers and students are both housed in college dormitories where many of the activities of the school take place. This facilitates frequent interaction among students and faculty. The program is challenging and requires total commitment from students and faculty, a great deal of personal flexibility, and the ability to adapt to a group lifestyle. It also requires a very positive attitude and a good sense of humor on the part of everyone (including the administration, of course). Despite the rigorous nature of the program, at the end of the summer most students feel a very strong sense of achievement.

I myself have enjoyed the Middlebury experience a number of times as a faculty member and as director. As I look to the 1992 session, I look forward to another successful summer at the School of Arabic and look forward to working with those of you who decide to become part of our Middlebury experience.

Mahmoud Al-Batal
Director

Languages at Middlebury

Each summer since the founding of the German School in 1915, Middlebury College has devoted its Vermont campus to the intensive study of languages from beginning to graduate levels. The French and Spanish Schools opened in 1916 and 1917, the Italian School in 1932, Russian in 1945, Chinese in 1966, Japanese in 1970, and the School of Arabic in 1982. In 1949, Middlebury initiated its schools in Europe with the first session of the Middlebury College School in France in cooperation with the University of Paris. In 1951 a similar program in Madrid opened, after which Middlebury established schools in Mainz (1959), Florence (1960), and Moscow (1977). Each of the schools abroad offers both junior year and graduate programs. Juniors from colleges and universities throughout the country join Middlebury College undergraduates for the junior year abroad, and transfer the credits they earn to their home institutions. Graduate students may complete an M.A. by studying abroad for one year in addition to one or two summers in Vermont.

The Language Schools are dedicated to the premise that without real competence in the language there can be no true cultural understanding, and that to be effective, language teaching must provide meaningful insight into the foreign culture. All instruction is intensive and all courses are taught in the foreign language. A "total immersion" experience in dormitories, at meals, and through extra-curricular activities enhances student proficiency. At advanced levels, courses in art, culture, history, language, pedagogy, linguistics, literature, music, and theater are an integral part of the program.

The Language Schools offer programs to answer the needs of various audiences:

- *Those who wish to earn an advanced degree in a foreign language or in a combination of a foreign language and English;*
- *Undergraduate and graduate students who wish to enrich their program of studies at Middlebury or abroad and transfer the credits to their home institutions;*
- *Students, teachers and other professionals who wish to improve or refresh their foreign language skills or acquire proficiency in a new language necessary for their careers;*
- *Teachers who wish to apply new technologies and methodologies in their foreign language classes.*

The Language Schools are at the forefront of innovation in language teaching. Our language laboratory and computer center represent state-of-the-art technology. Our Master of Modern Languages degree prepares teachers to teach two foreign languages or a foreign language and English. In addition to our regular programs we hold workshops and institutes on topics such as teaching for proficiency and the new technologies.

During the academic year, Middlebury College offers a baccalaureate curriculum which is unusually rich in opportunities for language study. These opportunities include intense and varied programs in Chinese, French, German, Classical Greek, Italian, Latin, Japanese, Russian and Spanish. Enrollments in language courses are particularly high. Middlebury also has a high percentage of language-proficient juniors studying abroad. Many double and joint majors involve advanced language study. The international major enables students in fields other than languages and literature to demonstrate functional foreign language competence by taking advanced courses in their disciplines at a Middlebury school abroad.

Middlebury College is thus in fact an international university with a student body of international orientation. Faculty and program directors represent prestigious universities here and abroad. Rather than a narrowly defined "language school" we see ourselves as a school *for* language. We believe that successful study of a language in its cultural context belongs in the mainstream of any curriculum as one of the most enlightening and humanizing activities in which one can engage.

Middlebury Language Pledge: Language Schools students make a formal commitment to use the foreign language as the only means of communication during the entire session. The pledge, strictly enforced, plays a major role in the success of the program, as both a symbol of one's commitment and an essential part of the language learning process itself.

Summer in Vermont

Middlebury College sits on a hill overlooking a small Vermont town to the east, and the rolling countryside of the Champlain Valley to the west. The campus, self-contained yet only a short walk from town, is especially suited to the Language Schools and their unified approach to learning. Students and faculty live in dormitories assigned to their schools and take meals in dining halls where only the language of study is spoken. The summer climate is usually delightful, with warm days and cool nights. Classes meet in the morning and early afternoon. The schools reserve late afternoons, evenings, and weekends for social and cultural events including plays, films, lectures, concerts, amateur nights, and other enriching diversions from the academically rigorous program. Such activities center on the use of the foreign language and often involve active student participation in planning and performance.

Campus facilities include Starr Library, which houses extensive foreign language collections including the Nolfi Curriculum Collection, and the Music Library with over 10,000 recordings. The Freeman Language Laboratory has individual and group facilities and a large selection of audio and video materials to assist students in the development of their skills. The Ballenger Computer Center offers computer facilities for word processing in a variety of languages. Students can become involved in foreign language programming at the College's radio station, and make use of a wide range of audio-visual equipment, including a video studio, for class projects.

Middlebury College's athletic facilities include an 18-hole golf course, a field house, an indoor pool, eighteen outdoor and eleven indoor tennis courts, racquetball and squash courts, and a fully equipped fitness center. There are jogging, running, and bicycling trails around the campus and in the surrounding countryside.

Curriculum

The Middlebury Language Schools offer beginning, intermediate and advanced courses in the nine-week summer session of the School of Arabic. The intensive language curriculum (courses 101-502) is generally considered equivalent to approximately one year of study.

Students may enroll in courses in one language school only and normally enroll in courses at one level only. We determine placement by language proficiency rather than by length of previous study of the language.

Intensive language programs in Arabic, Chinese, French, German, Italian, Japanese, Russian and Spanish; graduate programs and opportunities for study abroad in French, German, Italian, Russian and Spanish are described in the bulletins of the respective schools.

Academic Policies

Credit

The Middlebury Language Schools define credit in terms of *units*. One unit equals three semester hours. The nine-week program in Arabic carries a total of four units (twelve semester hours) of credit.

Transfer Credits

For transfer purposes, the student's home institution determines how many graduate or undergraduate credits it will grant for the summer's work at Middlebury.

Auditing

Auditing is not permitted in the intensive language curriculum, nor may students in those courses audit courses in other schools.

Financial Aid

Middlebury College offers financial assistance to a substantial percentage of students enrolled in the summer sessions. Aid for the summer session is in the form of grant and/or work. (Loans may also be available to Middlebury College undergraduates enrolled in the summer session.)

Financial aid is offered on the basis of financial need as determined by the Office of Financial Aid. The Language Schools Financial Aid application and current federal tax returns are the primary documents used in determining eligibility, although additional information may also be requested. If you are not a U.S. citizen, a permanent resident alien, or a Canadian citizen, you should also complete the Foreign Student Financial Aid Form, which is available from the Office of Financial Aid.

Our financial aid budget is limited and does run out, so you should send a COMPLETE application to the Office of Financial Aid as soon as possible after

January 1, 1992 to insure the best possible chance of receiving aid. A complete application includes all relevant documents listed on the checklist on the first page of the Language Schools Financial Aid Application. We will begin reviewing your application for completeness upon receipt of the first document you send. We will make aid decisions on a rolling basis for those students whose applications are complete AND who have been accepted for admission.

Address inquiries about financial aid to the Office of Financial Aid, The Emma Willard House, Middlebury College, Middlebury, VT 05753-6003, or call (802) 388-3711, ext. 5158. To obtain a financial aid application, call the language school to which you are applying.

Scholarships

Several endowed and named scholarships at Middlebury College honor friends, faculty or students of the Language Schools.

Candidates for financial aid need not apply for a specific scholarship. We will automatically consider all applicants for an award from the appropriate scholarship fund or from the general grant fund.

Stipends for Advanced Upper Level Arabic

Thanks to the generosity of the Andrew W. Mellon Foundation, up to four stipends covering full tuition are available for students enrolled at the Advanced Level, with awards to be made beginning the first week of April. An application for financial aid is not necessary in order to be considered for a stipend. However, it is likely that the number of qualified students will exceed the number of stipends. Therefore, students may also wish to apply for financial aid. Application for financial aid is also necessary if one wishes to be considered for aid beyond the cost of tuition.

Fees

A non-refundable fee of $40 must accompany each new student's application. Within thirty days of acceptance, all students must pay a $180 enrollment deposit to be applied to the tuition charges. This deposit guarantees a place in the school. Students may obtain a full refund of the deposit by notifying the school in writing by May 1 that they have decided to cancel their enrollment. We determine all other refunds according to the schedule included in the *Language Schools Handbook* mailed to enrolled students in May.

Application and Admission

Applicants to the School of Arabic are accepted on a rolling basis beginning in January, and the school is usually full by mid April; early application is therefore strongly suggested. Students at the summer session must be high school graduates, and we strongly recommend that they have completed at least one year of college-level study.

The Language Schools grant admission on the basis of academic qualifications and the availability of space. We determine final placement in courses by student performance on tests administered before the start of classes. By applying for admission, a student indicates willingness to accept the placement deemed appropriate by the school.

Admission is for one summer only, and admission to one of the Languages Schools is entirely separate from admission as an undergraduate to Middlebury College.

Graduate Internships

Thanks to a grant from the Mellon Foundation, The School of Arabic will offer two paid graduate internships in the summer of 1992. The graduate interns will have a chance to audit classes, observe the school's faculty in operation, and help in grading and material selection. In addition, they may be expected to tutor beginning-level students.

Eligible candidates must have served as teaching assistants at their home institutions or have career interests in the teaching of Arabic. Candidates must also possess advanced language proficiency.

The school will provide interns with full room and board and a stipend of $800 for the nine-week summer session. Interns will be expected to cover their own travel expenses to and from Middlebury College. For further information about these internships, please write to the school of Arabic at Middlebury College.

The School of Arabic

The Middlebury College School of Arabic began in 1982 with elementary and intermediate levels of instruction. In 1983 an advanced course was added. In 1984 the second-year course was separated into two levels to allow for accelerated learning at a more advanced level for students who bring with them a higher level of aptitude and proficiency. In the summer of 1989, a fifth level for very advanced students was added.

Both graduate and undergraduate students from many renowned institutions of higher education as well as professionals from various fields make up the student body of the School of Arabic. Faculty, native and near-native speakers of Arabic, represent major universities in the U.S. and the Arab world. The faculty/student ratio is approximately one to five.

The main emphasis of the school is the teaching of Modern Standard Arabic (*al-FuSHaa)*, used throughout the Arab world. Beginning with the summer of 1991, however, Egyptian and Moroccan Arabic were added to the curriculum. Beginning and intermediate students were exposed to a selection of common phrases and expressions used in every-day life in their speaking classes. In addition to their regular Modern Standard Arabic coursework, high intermediate and advanced students were able to choose one of the following electives: Beginning Egyptian Colloquial Arabic, Intermediated Egyptian Colloquial, Beginning Moroccan Colloquial, Readings in Medieval Texts, or Conversations in Modern Standard Arabic. The addition of colloquial Arabic to the school's curriculum has been made in response to the growing need to make students more native-like in their oral proficiency. The choice of the elective courses was based on student demand.

Students live in an environment in which Arabic is used exclusively. This extensive exposure to the language gives students the opportunity to become totally immersed in Arabic. In addition to formal language training in the classroom, the school organizes a series of films, lectures and cultural events in Arabic. These events introduce the rich cultural, artistic, and religious life of the Arab world today and the extensive Arab heritage in many fields. Lecture topics have included Arab Musicology, the Role of Women in Contemporary Arab Society, Islam and Muslims in the U.S., Language Reform in the Arab World, and the Image of the Arab in the American Media. School activities also include picnics, soccer games, and clubs based on the special interests of the students (dance, theater, poetry, music, politics, etc.).

The school emphasizes reading, listening, speaking, and writing skills, all of which are practiced daily. It uses a communicative and functional approach to the study of Arabic rather than mere cognition of the language and its grammar. An exceptionally wide-ranging collection of

authentic listening, speaking, and reading materials, completed in August, 1990 with assistance from the U.S. Department of Education, aids in the students' acquisition of the four skills.

The material covered and the level of proficiency achieved in one summer at the Middlebury School of Arabic is generally considered equivalent to at least one academic year's work at most other institutions. Student progress is evaluated through the administration of a written proficiency test that includes reading, listening, and writing, and an oral proficiency interview based on the ACTFL Speaking Proficiency Guidelines. These tests are given at the beginning and at the end of each session. These instruments document levels of proficiency normally achieved in three or four semesters of study.

The school has its own language lab with a selection of tapes for work on all skills and access to the Middlebury College library, which houses an Arabic collection. Students may use this collection for outside reading and class research. The School also has a collection of authentic audio and video tapes from the media in many parts of the Arab World.

Administrators and Staff

Director: MAHMOUD AL-BATAL. Assistant Professor of Arabic, Emory University. Ph.D., University of Michigan.

Dean: CONSTANCE KENNA. Lecturer in German, Middlebury College. M.A., Yale University.

Secretary: INGRID PIXLEY

Bilingual Secretary: MAYADA EL-ZOGHBI. B.A., University of Minnesota.

*Faculty**

NABILA EL-ASSIOUTI. Senior Arabic Language Teacher, Arabic Language Institute, The American University in Cairo. M.A., The American Univeristy in Cairo.

OUAFAA BERRADA. Maitrise, Universite de Paris-Sorbonne.

AMIN BONNAH. Lecturer in Arabic, Georgetown University. M.A., American University in Cairo.

KRISTEN BRUSTAD. Assistant Professor of Arabic, Harvard University. Ph.D., Harvard University.

LILJANA BUBONJIC. M.A., Khartoum International Institute for Arabic Language.

MICHAEL COOPERSON. M.A., Harvard University.

AHMED FERHADI. Language Lecturer in Arabic, New York University. Ph.D., The University of Michigan.

RAGHDA EL-ISSAWI. Instructor, Arabic Language Institute, The American Univeristy in Cairo. M.A., The American University in Cairo.

MONCEF LAHLOU. Assistant Professor, Sidi Mohammed Ben Abdallah Univeristy, Fez, Morocco. Ph.D., University of Texas.

DEVIN STEWART. Assistant Professor of Arabic, Emory University. Ph.D., University of Pennsylvania.

ZEINAB TAHA. Lecturer in Arabic, Georgetown University. Senior Arabic Language Teacher (On Leave), Arabic Language Institute, American University in Cairo. M.A., American University in Cairo.

ABBAS EL-TONSI. Senior Arabic Language Teacher, Arabic Language Institute, American University in Cairo. M.A., Cairo University.

**Faculty from the 1991 Summer Session.*

Program of Studies

Students are placed in the following levels based on scores from written and oral proficiency exams which are administered at the beginning of the summer session.

101-102 Elementary Arabic
The beginning level is designed for students with no prior knowledge of Arabic or with a very limited background in the language. Daily coursework combines the use of a textbook with the use of authentic materials on a variety of topics for reading and listening comprehension. By the end of the course, students are expected to (1) have a mastery of writing and sound systems of Arabic, (2) be able to understand and use basic grammatical structures, (3) have active use of about 1000 words, (4) comprehend short reading passages, (5) understand sentence-length utterances in a limited number of content areas, and (6) handle a limited number of interactive, task-oriented social situations.

There are five hours of classroom instruction per day in addition to work in the language lab and written assignments. Students should expect to spend between five and six hours per day on assignments and study outside of class. From the outset, the medium of instruction is Arabic, except for occasional grammatical explanations. (4 units)

201-202 Low Intermediate Arabic
The low intermediate level begins with a thorough review of basic Arabic grammar and vocabulary in order to bring students to a common working level. Objectives

at this level are the mastery of the basic grammar, including more complex structures not covered in the beginning course; acquisition and expansion of vocabulary (1500-1700 words), and the development of skills in reading, writing, listening, and speaking. These objectives are achieved through class discussion and intensive study of authentic written texts, and through intensive oral/aural practice using authentic audio, and video materials. There are five hours of classroom instruction per day. Students are also expected to spend five to six hours on assignments and study outside of class. (4 units)

301-302 Intermediate Arabic
This course is designed to allow for accelerated learning for intermediate students who bring with them a more solid background in Arabic than students in 201-202.

The general objectives are the mastery of basic grammatical structures as well as some more complex structures, the ability to handle successfully a variety of communicative tasks, the ability to understand sustained listening passages, the ability to read more authentic passages, and the ability to write letters and paragraphs.

Classes meet for five hours per day. In addition, work outside of class requires an average of five to six hours a day. (4 units)

401-402 High Intermediate Arabic
Students accepted at this level are expected to have mastered basic grammar and word mechanics and possess a minimum vocabulary of 1500 words in Modern Standard Arabic. The course is designed to have students attain advanced proficiency in the skills of reading and listening comprehension, writing, and speaking. After an initial review period, reading and listening activities for the course deal with authentic materials on various contemporary topics in language, literature, and the social sciences. Through outside projects, class presentations, lectures, and extensive use of authentic written materials and audio-visual programs, students develop advanced skills in reading, writing, speaking, and listening.

Classes meet four to five hours per day, and students should expect to spend five to six hours outside class on assignments and preparation. (4 units)

501-502 Advanced Arabic
The fifth level is designed for students with considerable background in Arabic. This level gives students the opportunity to further enhance their overall proficiency in the language. Special emphasis at this level is placed on understanding the nuances of the language and the use of idiomatic expressions and rhetorical devices. Coursework at this level includes extensive reading of advanced texts. Students can expect to be able to read, write, and discuss a wide variety of complex academic and intellectual subjects with a high degree of language proficiency by the end of the session.Classes meet four

hours per day. Outside preparation will take at least an additional five to six hours per day. (4 units)

Electives
Students in the Intermediate, High Intermediate, and Advanced Levels are required to choose one elective course. This elective class will meet four hours per week. It is considered part of the Level in which the student is enrolled and does not carry additional credit. The elective courses will be determined based on student demand. The courses that were offered during the 1991 session were the following:

(1) **Elementary Egyptian Arabic.**
This course is designed to expose students to the basics of Egyptian Colloquial so as to allow them to function in daily-life situations.

(2) **Intermediate Egyptian Arabic**
This course is intended for students who have had some exposure to Egyptian Colloquial. Special emphasis in this course will be placed on the use of audio-visual aids.

(3) **Elementary Moroccan Arabic**
This course is designed to expose students to the basics of Moroccan Colloquial so as to allow them to function in daily-life situations.

(4) **Readings in Medieval Texts**
This course is intended to give students practice in reading literary and historical medieval texts.

(5) **Conversations in Modern Standard Arabic**
This course is intended for students who wish additional practice in speaking Modern Standard Arabic through discussions of articles and topics of interest.

(6) **Theater**
In this course students put on a full production of a play in Arabic.

Clubs
In addition to regular coursework, students are also required to participate in a club of their choice. The clubs hold two-hour meetings once a week. The clubs are determined by student interest. Clubs in the 1991 Summer Session included the following:
(1) Arabic Music and Dance Club
(2) Literary Club
(3) Political Club
(4) "*Turaath* " (Heritage) Club
(5) Cinema Club

MIDDLEBURY COLLEGE
LANGUAGE SCHOOLS

JOHN M. McCARDELL, JR.
Acting President of Middlebury College
Ph.D., Harvard University

EDWARD C. KNOX
Director of the Language Schools
Vice President for Foreign Languages
Jean Thomson Fulton Professor of Modern Languages and Literature
Ph.D., Yale University

Middlebury College Language Schools	**Schools Abroad**
Arabic	Florence
Chinese	Madrid
French	Mainz
German	Moscow
Italian	Paris
Japanese	
Russian	
Spanish	

For an application to one of the Language Schools, please write to the school of your choice at Sunderland Language Center, Middlebury College, Middlebury, VT 05753-6131.

MIDDLEBURY COLLEGE, a publication, is published by the Middlebury Publications Service, Middlebury, VT 05753-6121.

Middlebury College does not discriminate against any individual on the basis of race, sex, religion, ethnic origin, sexual orientation or handicap in any of its programs or activities. In particular, Middlebury College complies with the 1964 Civil Rights Act, Title IX of the Educational Amendments of 1972, the IRS Anti-Bias regulation and Section 504 of the Rehabilitation Act of 1973. Questions relating to compliance with Sec. 504, Rehabilitation Act of 1973, during the summer session may be addressed to the Coordinator of the Language Schools, Sunderland Language Center, Middlebury College, Middlebury, VT 05753-6131.

Accreditation: Middlebury College is accredited by the Vermont State Department of Education, and the New England Association of Schools and Colleges, which accredits schools and colleges in the six New England states. Membership in one of the six regional accrediting associations in the United States indicates that the school or college has been carefully evaluated and found to meet standards agreed upon by qualified educators.

Middlebury College
The School of Arabic
Middlebury, VT 05753 - 6131

Non-Profit Organization
U.S. Postage
PAID
Middlebury College